

Development and evaluation of a training programme for forensic social workers working with child sexual abuse

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Thesis submitted for the degree Doctor Philosophiae in Social Work at the Potchefstroom Campus of the North-West University

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November 2015

Dedicated to my little prince and princess.

Leo and Clare, you were part of this from the beginning. Your innocence is mystifying. Your laughter is contagious, your warm embrace and kisses are medicine. I pray for your safety in a world where a child is so vulnerable and fragile. You are my whole world. I love you very much.

ACKNOWLEDGEMENTS

I thank all who contributed to making this research possible. In particular, I would like to acknowledge the contributions made by the following:

- My Heavenly Father, for providing me with the strength and persistence to deliver.
- My promoter, Prof CC Wessels for all she has done, thank you.
- My darling husband Andrew Phillips, you are my rock.
- My two lovely children Leo and Clare as you are my inspiration.
- My dear parents for their encouragement.
- My friends Jeanette Keyter and Yvette Nel for all their unconditional help and support.
- All my colleagues for their support and encouragement.
- All the respondents who participated in this research, and their positive feedback.
- Mrs Marietjie du Toit for the professional technical layout of my research.
- Mrs Cecilia van der Walt for the careful language editing.
- Prof Lessing for the careful corrections and editing of my reference list.

FOREWORD

The article format has been chosen in accordance with the regulation A. 12.2 for the PhD (SW) degree. The formulation of the articles is in accordance with stipulations of CARSA (Addendum 6) and *Social Work/Maatskaplike Werk* (Addendum 7).

DECLARATION

It is herewith declared that the research was conducted by the candidate, CGJ Phillips. The authors of the articles agreed that the candidate be indicated as the first author, while the promoter, Prof. CC Wessels is indicated as the second author.

CGJ Phillips

CC Wessels

A handwritten signature in blue ink, appearing to be 'Wessels', written in a cursive style.

ABSTRACT

Development and evaluation of a training programme for forensic social workers working with child sexual abuse

The goal of this study is the development and evaluation of a training programme for forensic social workers working with child sexual abuse.

Keywords

Development, evaluation, training programme, forensic social work, assessment, sexual abused child, social work and specialist field.

Currently only one accredited training programme exists for forensic social workers working with sexually abused children. This training is lectured as a Master's degree at the North-West University. Professionals are urgently seeking for a training programme that delivers in-service training in the forensic social work field.

Section A refers to the problem statement, research objectives, research procedures and research methodology. The keywords as well as the limitations of the research are discussed. The research was conducted in phases. In phase one the researcher studied international and local literature and the knowledge and skills a forensic social worker ought to possess were emphasized and discussed. The second phase focused on the needs analyses and in subsequent phases on the development and evaluation of the training programme

The problem statement in Section A is based on the following:

In South Africa only one postgraduate qualification currently exists in forensic practice for social workers that investigate the sexual abuse of children. Currently any professional person can conduct such an investigation. Forensic social work is a specialist field in the social work profession and not all social workers are qualified to work with sexually abused children. The incidence of sexual abuse of children in South Africa is distressful. In sexual abuse investigations the outcome of the forensic social worker's assessment of the child is often relied on. The forensic social worker fulfils an important role in uncovering the truth and in documenting sexual abuse by means of assessments. A poor assessment by an untrained professional can have devastating consequences for both the child and the accused. Often the child and the offender are

the only witnesses to the crime; therefore it is crucial that the investigation be conducted effectively. It is important for professionals conducting assessments to be specially trained in the forensic social work field. As previously mentioned only one institution is currently presenting postgraduate training for social workers interested in the field of forensic social work. A need has been identified for a training programme for social workers that choose to receive in-service training in the forensic field. This problem statement resulted in the following research goal of the study as well as the four research objectives indicated below:

Goal: Development and evaluation of a training programme for forensic social workers working with child sexual abuse.

- **Objectives**
- **To investigate by means of a literature study what specialised knowledge and skills are needed to fulfil the roles and functions of a forensic social worker working with sexually abused children (Article 1).**
- **To identify by means of a literature study as well as an empirical investigation, the knowledge and needs of the role-players concerning training for forensic social workers (Article 2).**
- **To identify by means of a literature study as well as the information gathered from experts in the field of forensic investigations during the previous phase, what the content should be of a training programme for forensic social workers working with child sexual abuse (Article 3).**
- **To design a training programme for forensic social workers working with sexually abused children (Adendum 1)**
- **To evaluate the developed training programme by means of an empirical study with professional role-players in cases of child sexual abuse (Article 4).**

The research was subdivided into phases. Qualitative data were mainly utilised. The literature studies focused on the specialised knowledge and skills forensic social workers need to possess.

Section B consists of the four articles in which the research goals and research outcomes are reported. Each article is dealt with as a self-contained unit focusing on

specific research objectives achieved via specific research methods. These methods were employed to collect the necessary data for developing and evaluating the forensic training programme.

Article 1

The objective of this article was to identify and discuss, by means of a literature study, the most important specialised skills and knowledge a forensic social worker should possess. An investigation into the existing literature pointed out that social workers working in the forensic field must possess specialised training and specific knowledge. This specialised training must include all aspects of sexual abuse of children, forensic interviewing, expert witnessing as well as knowledge of the South African legal system.

Article 2

The high occurrences of sexual abuse of children demand the professional intervention of forensic social workers. The objective of this article was to establish by means of a literature study as well as an empirical investigation what the knowledge and needs are of professionals working with child sexual abuse in the interest of developing a training programme for forensic social workers. The goal of the article was to use the needs analysis for direction for establishing the content of the training programme for forensic social workers.

Article 3

The research goal of this article was to develop a training programme for forensic social workers. The training programme was developed from the results obtained as reported in the previous article, from an in-depth literature study on relevant topics, and from the needs analysis.

Article 4

The purpose of this article was to evaluate the developed training programme. This was done through a panel of participants involved in a focus group discussion. The participants involved in the evaluation included magistrates, prosecutors, professionals conducting forensic investigations as well as investigating officers of the South African Police services, Family Violence Child Protection and Sexual Offences Unit. The participants were selected by means of purposeful sampling. The results of this research indicated that the content of this developed training programme will sufficiently equip social workers with the required knowledge, skills and expertise to carry out

forensic investigations in the forensic field. The contents of the training programme correlates with that literature recommends and meets the needs of experts in the field currently carrying out forensic investigations.

Section C is a summary of the findings, and conclusions of the research report are drawn and some recommendations are made.

Section D consists of various addenda.

Section E contains an integrated bibliography.

OPSOMMING

Ontwikkeling en evaluering van 'n opleidingsprogram vir forensiese maatskaplike werkers wat met seksuele misbruik van kinders werk

Die doel van hierdie studie is om 'n opleidingsprogram vir forensiese maatskaplike werkers wat met seksueel misbruikte kinders werk, te ontwikkel en te evalueer.

Sleuteltermes:

Ontwikkeling, evaluering, opleidings-program, forensiese maatskaplike werk, assessering, seksueel misbruikte kind, maatskaplike werk, spesialisgebied.

Tans bestaan daar slegs een gekrediteerde opleidingsprogram vir forensiese maatskaplike werkers wat met seksueel misbruikte kinders werk. Hierdie opleiding word as gedoseerde meestersgraad by die Noord-Wes Universiteit aangebied. Professionele persone is dringend op soek na 'n opleidingsprogram wat indiensopleiding voorsien op die gebied van forensiese maatskaplike werk.

Afdeling A bevat die probleemstelling, navorsingsdoelwitte, navorsingsprosedure en navorsingsmetodologie. Die sleuteltermes en die beperkinge van die studie word ook bespreek. Die navorsing is in fases ingedeel. In die eerste fase het die navorser internasionale en plaaslike literatuur bestudeer, asook die kennis en vaardighede waarvoor 'n forensiese maatskaplike werker behoort te beskik beklemtoon en bespreek. Die tweede fase het gefokus op 'n behoeftebepaling en in daaropvolgende fases op die ontwikkeling en evaluering van die opleidingsprogram.

Die probleemstelling in Afdeling A was op die volgende gebaseer:

In Suid-Afrika bestaan daar tans slegs een nagraadse kwalifikasie in forensiese praktyk vir maatskaplike werkers wat die seksuele misbruik van kinders ondersoek. Tans kan enige professionele persoon sodanige ondersoek onderneem. Forensiese maatskaplike werk is 'n spesialisgebied in die maatskaplikewerk-professie en nie alle maatskaplike werkers is gekwalifiseer om met seksueel misbruikte kinders te kan werk nie. Die voorkoms van seksuele misbruik van kinders in Suid Afrika is kommerwekkend. In ondersoeke van seksuele misbruik word daar dikwels gesteun op die uitkoms van die forensiese maatskaplike werker se assessering van die kind se getuigenis. Die forensiese maatskaplike werker vervul 'n belangrike rol in die ontbloting

van die waarheid en dokumentering van seksuele misbruik deur assesserings te doen. Die gevolge van swak assesserings deur 'n onopgeleide persoon kan vernietigende gevolge inhou vir beide die kind en die beweerde oortreder. Dikwels is die kind en die oortreder die enigste getuies van die beweerde misdaad en is dit belangrik dat die assesseringsproses effektief moet wees. Dit is belangrik dat professionele persone wat sodanige assesserings onderneem, spesiale opleiding op die gebied van forensiese maatskaplike werk moes ontvang het. Soos reeds genoem, is daar tans slegs een instansie wat 'n gedoseerde nagraadse opleiding bied aan maatskaplike werkers wat belangstel in forensiese werk. Onder maatskaplike werkers wat verkies om indiensopleiding te ontvang op die forensiese gebied bestaan die behoefte aan 'n opleidingsprogram daarvoor. Hierdie probleemstelling het aanleiding gegee tot die navorsingsdoel van die ondersoek, asook tot die onderstaande vier navorsingsdoelwitte:

Doel: Ontwikkeling en evaluering van 'n opleidingsprogram vir forensiese maatskaplike werkers wat met seksueel misbruikte kinders werk.

Doelwitte

- Om deur middel van 'n literatuurstudie te bepaal watter gespesialiseerde kennis en vaardighede nodig is om die rol en funksies van 'n forensiese maatskaplike werker wat met seksuele misbruik van kinders werk, te vervul (Artikel 1).
- Om deur middel van 'n literatuurstudie sowel as 'n empiriese ondersoek vas te stel wat die kennis en behoeftes van die rolspelers is, in belang van die opleiding van forensiese maatskaplike werkers (Artikel 2).
- Om deur middel van 'n literatuurstudie, sowel as die inligting wat tydens die vorige fase van die rolspelers bekom is, die inhoud van 'n opleidingsprogram vir forensiese maatskaplike werkers wat met seksuele misbruik van kinders werk, te bepaal (Artikel 3).
- Om 'n opleidings program te ontwerp vir forensiese maatskaplike werkers wat met seksuele misbruik van kinders werk (Adendum 1)
- Om deur middel van 'n empiriese ondersoek die ontwikkelde opleidingsprogram vir forensiese maatskaplike werkers wat met seksuele misbruik van kinders werk, te evalueer (Artikel 4).

Daar is hoofsaaklik van kwalitatiewe data gebruik gemaak. Die literatuurstudie het gefokus op die gespesialiseerde kennis en vaardighede waarvoor forensiese maatskaplike werkers moet beskik.

Afdeling B bevat vier artikels waarin die doelwitte en uitkomste van die navorsing weergegee word. Elke artikel is as 'n afsonderlike entiteit hanteer; elk met 'n spesifieke navorsingsdoelwit. Hierdie ondersoek is aan die hand van spesifieke navorsingsmetodes gedoen. Hiervolgens is data bekom waarvolgens die forensiese opleidingsprogram ontwikkel en geëvalueer is.

Artikel 1

Die navorsingsdoelwit van hierdie artikel was om deur middel van 'n literatuurstudie te bepaal wat die gespesialiseerde vaardighede en kennis is waarvoor 'n forensiese maatskaplike werker behoort te beskik. Beskikbare literatuur is geraadpleeg en die resultate het daarop gedui dat maatskaplike werkers wat op die forensiese gebied wil werk, oor gespesialiseerde opleiding en spesifieke kennis moet beskik. Hierdie gespesialiseerde opleiding moet alle aspekte rakende seksuele misbruik van kinders, forensiese onderhoudvoering, deskundige getuienis asook kennis van die Suid-Afrikaanse regstelsel insluit.

Artikel 2

Die hoë voorkoms van seksueel misbruikte kinders vereis die professionele intervensie van forensiese maatskaplike werkers. Die doelwit van hierdie artikel was om deur middel van 'n literatuurstudie sowel as 'n empiriese ondersoek vas te stel wat die kennis en behoeftes is van professionele persone wat met seksueel misbruikte kinders werk, met die ontwikkeling van 'n opleidingsprogram vir forensiese maatskaplike werkers as oogmerk. Die doel van hierdie artikel was om die behoeftebepaling aan te wend om die inhoud van 'n opleidingsprogram vir forensiese maatskaplike werkers te bepaal.

Artikel 3

Die navorsingsdoelwit van hierdie artikel was om 'n opleidingsprogram vir forensiese maatskaplike werkers te ontwikkel. Die opleidingsprogram is ontwikkel na aanleiding van die resultate soos in die vorige twee artikels gerapporteer, uit 'n uitgebreide literatuurstudie oor verbandhoudende onderwerpe, asook uit die behoefte-analise.

Artikel 4

Die navorsingsdoelwit van hierdie artikel was om die ontwikkelde opleidingsprogram te evalueer. Dit is gedoen deur 'n paneel deelnemers wat by 'n fokusgroepbespreking betrek is. Die deelnemers wat betrokke was by die evaluering het ingesluit landdroste, staatsaanklaers, deskundiges op die gebied van forensiese ondersoeke sowel as ondersoekbeamptes van die Suid-Afrikaanse Polisie diens se Gesinsgeweld, Kindermishandeling en Seksuele Misdrywe Eenheid.

Die deelnemers is aan die hand van 'n doelgerigte steekproefmetode geselekteer. Die resultate van hierdie navorsing het daarop gedui dat die inhoud van die ontwikkelde opleidingsprogram maatskaplike werkers voldoende sal toerus met die vereiste kennis, vaardighede en kundigheid om ondersoeke op die forensiese gebied in te stel. Die inhoud van die opleidingsprogram stem ooreen met dít wat die literatuur aanbeveel en voldoen ook aan die behoeftes van deskundiges wat tans forensiese ondersoeke instel.

Afdeling C is 'n samevatting gegee van die vernaamste bevindinge en gevolgtrekkings van die ondersoek in die geheel.

Afdeling D bevat die bylaes tot die navorsingsverslag.

Afdeling E bevat die saamgestelde bronnelys.

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SECTION A

GENERAL INTRODUCTION

GENERAL INTRODUCTION

1 INTRODUCTION AND RESEARCH PROBLEM

This research forms part of the main project titled “The development and evaluation of programmes and a protocol in Forensic Social Work”. Written permission of the main project NWU-0027-09-A1 was obtained from the Ethics Committee of the Potchefstroom Campus of North-West University (Addendum 3). Although the ethics for this project has already expired, the HREC gave permission for this study to be completed.

Child sexual abuse is not new to contemporary society. However, it remains a pressing social concern and when it comes to light the people directly involved are staggered. The sexual abuse of children is undoubtedly a traumatic experience. It is prevalent across the entire world, across cultural and societal boundaries, and has a remarkably injurious impact on human development (Fouché & Joubert, 2009:41). According to the Annual Crime Report of South African Police Service (2012/2013:9) the highest contributing contact crimes include: Assault GBH (30.1%); Common Assault (28.0%) Robbery Aggravated (17.2%); and Sexual Offences (10.8%). In 2012/2013, 66 387 sexual offences were investigated by SAPS. This is a decrease of -0,4% since the previous year. Although a decrease was detected, the reported cases of sexual abuse in South Africa are still extremely high. October (2015:4) note that in 2014/2015, 53 617 sexual offences were investigated by South African Police Service.

Gilbert, Widom, Browne, Fergusson, Webb and Janson (2009:68) stated that every year, approximately 4-16% of children are physically abused and one in ten is neglected or psychologically abused. During childhood, between 5% and 10% of girls and up to 5% of boys are exposed to penetrative sexual abuse, and up to three times this number are exposed to any type of sexual abuse. However, official rates for substantiated child sexual abuse indicates less than a tenth of this burden. The sexual abuse of children in South Africa is a matter of great concern as the number of sexual abuse cases reported to the authorities are daringly high (Fouché & Joubert, 2003:12).

Johnson (2004:462) states that as many as 96% of children assessed for suspected sexual abuse will have normal genital and anal examinations; thus a forensic interview by a trained professional must be relied on to document suspicion of abuse. The trained forensic social worker plays an important role in uncovering the truth and

documenting the sexual abuse by conducting a forensic interview with the child victim. There are usually only two witnesses to the crime of sexual abuse: the victim and the suspect. Research on child sexual abuse victims indicates that children often significantly delay disclosure of sexual abuse or keep the abuse a secret into adulthood. A disclosure during a forensic interview is therefore often critical for an effective response to child sexual abuse to take place. For children whose investigation begins for reasons other than a disclosure, Lippert, Cross, Jones and Walsh (2009:111) found in their research that most children disclosed fully during a forensic interview.

Fouché and Joubert (2009:41) also mention that the impact of a poorly conducted interview has a detrimental impact on all persons concerned. Therefore highly trained and skilled forensic interviewers are needed to conduct these challenging interviews. Powell, Fisher and Hughes-Scholes (2008a:214) point out that forensic interviewing of children is a complex task which involves a broad array of skills and competencies. Little discussion exists in literature on the conditions needed to promote and sustain expertise in forensic interviewing. Powell, Fisher and Hughes-Scholes (2008b:1007) also mention in their research that in cases of suspected child abuse, children are usually crucial witnesses. To ensure that the evidence obtained from child witnesses is both accurate and admissible in court, investigative interviewers require special training. Most of the prior research has merely documented the ineffectiveness of training programmes applying open-ended questions for measuring interview performance pre- and post-training.

Collings (2009:95) suggests in his research that there is a need for a new kind of expert, which is someone who (a) has a demonstrated evidence-based understanding of the impact of child maltreatment (b) is independent (i.e. employed by the court) and thus not subject to potential conflicts of interest arising from being employed by some or other party to a dispute, and (c) thus well-placed to provide the court with an informed and objective opinion regarding the competence of professionals who claim proficiency in assessing the psychological impact of child maltreatment. The professional person working in the forensic field needs specialised training to conduct forensic interviews with child victims and to act as an expert witness in court.

Fouché and Joubert (2009:55) state that conducting forensic interviews is an on-going learning process, even for experienced professionals. Therefore training programmes, literature and research findings should be reviewed on an on-going basis. The gap for

research and why this study is important is that there is a need for the development and evaluation of a training programme for forensic social workers involved in investigations of and interviews with sexually abused children. The researcher thus undertakes this study with this research problem as motivation. Hence the overall research question guiding this research is: What would a training programme consist of to equip social workers with the knowledge and skills needed to enable them to successfully conduct forensic interviews with sexually abused children and how can such a programme be evaluated? This question was addressed by means of the following sub-questions:

- What specialised knowledge and skills must the forensic social worker have at his/her disposal, according to the literature, to successfully conduct a forensic assessment?
- What knowledge and needs are required by forensic social workers to assist the different role-players (forensic social workers, judicial officers and investigating officers) to deal with child sexual abuse?
- What would a training programme for forensic social workers working with sexually abused children consist of?
- How effective is the content of the newly developed programme to address the training needs of forensic social workers?

2. AIM OF THE RESEARCH

The aim of this study is to develop and evaluate a training programme for forensic social workers working with child sexual abuse.

3. OBJECTIVES OF THE RESEARCH

To achieve the above-mentioned, the following objectives were elected for this research:

- To do a literature study as a basis for this research in order to explore what specific knowledge and skills are needed to fulfil the roles and functions of a forensic social worker working with sexually abused children.
- To explore and describe the knowledge and needs of the role-players (forensic social workers, judicial officers and investigating officers) regarding the training of forensic social workers'?

- To determine by means of the literature review and empirical research what the contents should be of a training programme for forensic social workers working with sexually abused children.
- To design a training programme for forensic social workers working with sexually abused children.
- To evaluate the newly developed training programme that will assist in meeting the training needs of future forensic social workers.

4. THE PARADIGMATIC PERSPECTIVE OF THE RESEARCH

Creswell (2003:15) is of opinion that, whether or not we are aware of it, we always bring certain beliefs and philosophical assumptions to our research. Occasionally these are deeply ingrained views regarding the types of problems we need to study, what research questions to ask, or how we go about gathering data. Philosophy means the use of abstract ideas and beliefs that inform our research (Creswell, 2003:16). The paradigmatic perspective of this study includes meta-theoretical statements, theoretical statement, methodological assumptions and research hypotheses.

4.1 Meta-theoretical statement

Botma, Greeff, Mulaudzi and Wright (2010:187) mention that it is generally accepted that no research findings can be conclusively proved on the basis of empirical research data. In qualitative research researchers typically use philosophical assumptions from social constructivism.

The researcher's philosophical paradigm is influenced by family, friends, education and professional life experiences. The researcher grew up in a conservative and protective environment. After having graduated, the researcher was influenced by several knowledgeable professionals in the field of forensic social work, especially by Dr René Potgieter, and trained in the RP-Model, which is a forensic investigative model developed by her in the 90's. This knowledge was integrated with the researcher's own understanding of forensic social work and her need for specialised training. The researcher has spent the past 12 years in the employ of South African Police Service as a forensic social worker, where much experience and knowledge has been gained.

4.2 Theoretical statement

The theoretical statement for this study comprises a central theoretical argument and conceptual definitions.

4.2.1 Central theoretical argument

Spies and Carstens (2005:38) state that social workers with a four-year degree in social work, working with the sexually abused child do not qualify as experts in the field of forensic social work. The aim of the forensic interview is a fact-finding process and should only be conducted by professionals that have received specialised training postgraduate in the forensic field. The majority of professionals in South Africa, conducting assessments on sexually abused children and testifying on this matter in court, do so without proper qualifications of specialisation in this field (Kaliski, 2006:62). These professionals need to ensure that they always conduct the interviews in a legally defensible way (Fouché & Joubert, 2009:43). Therefore highly trained and skilled forensic interviewers are needed to conduct these challenging interviews.

It is within this context that the central argument for this study holds that sustainable change-over-time could very well be possible if a well-researched training programme for social workers working with sexually abused children is effectively crafted and implemented.

4.2.2 Conceptual definitions

The core concepts development, training programme, forensic social work and sexually abused children will be significant in this study.

4.2.2.1 Training programme

Fourie (2007:39), in her PhD, stated that a training programme is a course of instruction by book or teaching machine in any profession by means of paper or booklet, with relevant details and items in which the subject matter is broken down into a logical sequence of short items of information, and a student can immediately check the suitability of his/her response.

A training programme can be defined as a structured view of specified material dealing with a specific topic presented to a specific target group.

4.2.2.2 Forensic social work

Faller (2007:4) found in her research a description of the word *forensic* in the Merriam-Webster online Dictionary. According to this description forensic means belonging to the courts or being used in legal proceedings; a term derived from the adversarial nature of the court and legal proceedings.

Carstens (2006:191) states that the concept *forensic* can be defined as the application of scientific principles and methods to a legal problem with the primary function of providing expert testimony in a court of law.

The New Dictionary of Social Work (1995:60) describes social work as professional services by a social worker aimed at the promotion of the social functioning of people. A social worker according to the afore-mentioned dictionary, is a person registered and authorised in accordance with the Social Work Act, 1978 (Act 110 of 1978) to practise social work.

Scheepers (2008:33) focused in her research on the definition of forensic social work in the South African context. The following definition was comprised by her after completion of her research: Forensic Social work is a specialised field which focuses on systematically assessing the individual and systems involved which are connected to a social phenomenon such as sexual abuse. The assessment processes have social principals and training as a foundation. The assessment findings are being evaluated in a triangulation process with scientific literature and will be given to court in a report. This report will form part of the court documents and processes. The assessment process and report writing are followed up on at request of the court by the social worker by delivering expert testimony. The forensic social workers need a certain amount of experience and/or knowledge of a certain social work phenomenon to conduct an assessment and to deliver expert testimony. The report and the expert testimony can be covering any facet of the case investigated. The focus of the assessment process is determined by the judicial system.

4.3 Methodological assumptions

Methodological assumptions explain what the researcher believes is good science practice. The quality of research findings depends directly on the methodological procedures followed in the study and needs to be described in detail. This is referred to as a “thick” or “dense” description (Botma *et al.*, 2010:188).

The three-order model of Botes, as described in Botma *et al.* (2010:188), was of help to the researcher in formulating the methodological assumptions according to the following three orders:

- The knowledge and needs of the participants in this study for training forensic social workers.
- Forensic social work research could broaden the existing knowledge base regarding the training of forensic social workers. The methodology adopted in this research will be a qualitative approach.
- The third order, according to Botma *et al.* (2010:189), represents metatheoretical assumptions based on the researcher's beliefs; the theoretical assumptions, based on specific models and theories in the discipline as well as the knowledge base of the discipline found in the literature; and methodological statements, grounded in the research model of choice.

A brief contextualisation of positivism, post-positivism and pragmatism enriches the methodological argument for this study. De Vos, Strydom, Schulze and Patel (2011:6) indicate that one of the inherent beliefs of positivism is that the methods and procedures of the natural sciences are appropriate to the social sciences.

5. RESEARCH METHODOLOGY

This research was done by means of literature- and empirical studies that were qualitative in nature. The overall research method is programme development and evaluation.

5.1 Literature review as a research method

5.1.1 Objective 1

- To do a literature study as a basis for this research in order to explore what specific knowledge and skills are needed to fulfil the roles and functions of a forensic social worker working with sexually abused children.

The study commenced with a literature review. Rubin and Babbie (2011:143) note that one of the most important steps, not only in the problem formulation phase but also in the entire process of designing a study, is the literature review. Bailey (2007:43) points out that reading a wide range of literature facilitates the analysis process. Placing one's

own work within the broader context of academic literature is an important part of conducting research. Bailey (2007:43) furthermore suggests that literature should be thoroughly reviewed before entering the field being studied and that reading continues throughout the research process.

The literature review puts the research within context. To be more precise, it locates the research within the context of the published knowledge that already exists regarding the area being investigated (Denscombe, 2010:29). Berg (2007:25) agrees and states that after developing a rough idea for a study, one will need to begin examining how others have already thought about and researched the topic. Royse (2011:19) mentions that a careful review of literature can save one a large amount of unnecessary work and prevent one from wasting one's time studying a problem that has already been thoroughly investigated.

It demonstrates the relevance of the research by showing how it addresses questions that arise from a careful and considered evaluation of that which has been done thus far, and how the current research aims at "filling in the gaps" or "taking things further" or "doing a better job than has been done thus far". The literature review, then, uses the existing material as the basis for showing how the current research has something valuable to offer. For some researchers this can be a matter of building upon what was done before, using the existing findings as a platform for deciding where to go and what new bits of knowledge are needed to move things forward (Denscombe, 2010:29). Berg (2007:26) recommended that researchers avoid becoming too computer dependent during literature search. He states that there is no substitute for physically thumbing through journal indexes.

In this study national as well as international research was analysed to gain knowledge regarding training programmes for forensic social workers working with sexually abused children. The literature review was done to research the availability of scientific literature and to determine whether the study is viable and justified. Literature in the fields of social work, psychology, sociology, criminology, law and medical fields was studied during this investigation. Information was gathered from published scientific contributions in books, scientific journal articles as well as research projects. Several databases were utilised in this search, namely EBSCO HOST WEB, SA Publications, Social Work Abstracts, Internet and the Ferdinand Postma Library of the North-West University.

The researcher attempted to only utilise current literature in the study. The keywords used for the search were: *training programme, forensic social workers, development and evaluation, sexually abused children*.

5.2 Empirical study as a research method

5.2.1 Objective 2

To qualitatively explore and describe by means of phenomenological and case study strategies, the knowledge and needs of the role-players (forensic social workers, judicial officers and investigating officers) in connection with forensic social workers' training.

- **Research design**

The empirical study in this research was done by means of a qualitative approach. Fouché and Schurink (2011:327) state that qualitative research is not a linear process and has no fixed design. The researcher's choices and actions determined the design. Because the qualitative research design is flexible, a full account of the research design can only be provided in retrospect. Applied research was utilised. Here development research denotes the development of a technology essential to a profession such as social work (Fouché & De Vos, 2011:98).

A qualitative study is concerned with non-statistical methods and small samples, often purposively selected (Delpont & Fouché, 2011:433). The researcher attempted to uncover the knowledge and needs of the role-players (forensic social workers, judicial officers and investigating officers) in connection with forensic social workers' training.

- **Participants**

In this stage of the study three groups of participants, forensic social workers, judicial officers and investigating officers from the Family Violence, Child Protection and Sexual Offences unit of South African Police Service were involved. Each group comprised at least 4 participants. The researcher is of opinion that social workers currently working in the forensic field are representative of forensic social workers. Their knowledge and needs were determined in respect of their training as forensic social workers as well as the aspects needed for developing a programme for training such social work specialists. Furthermore, judicial officers and investigating officers from the Family Violence, Child Protection and Sexual Offences Unit (FCS-Unit) of the South African Police Service which are the two major referral agents to the forensic social worker regarding sexually abused children.

Inclusion criteria

- Each participant must have had at least three (3) years of experience working in the field of child sexual abuse.
- Each forensic social worker must have done at least five (5) forensic assessments with children that had been sexually abused.
- Each forensic social worker must have been in a criminal court as an expert witness at least five (5) times.
- Each judicial officer must have dealt with at least five (5) court cases in which a child, that had been sexually abused, had been a witness.
- Each FCS officer must have taken at least five (5) statements from children that had been sexually abused.

Exclusion criteria

- People with no experience of working in the field of child sexual abuse.
- People with no experience of the criminal court.
- People with no experience of being an expert witness.

Sample size of individual interviews

In this stage of the study participants from the three different groups were invited by means of a written invitation to partake voluntarily in semi structured interviews. Group one was judicial officers, group two was social workers working in the forensic field and group three was investigating officers from the FCS-units. These three groups were selected by a Social Worker from the Department of Social Development in the Limpopo Province. At least four participants were selected for each group.

Botma *et al.* (2010:200) stated that in qualitative research the question is often asked: When should a researcher stop collecting data? There are two criteria for “enough” – sufficiency and saturation. Sufficiency has been achieved when there are sufficient numbers to reflect the range of participants and sites that comprise the population so that others outside the sample might possibly be able to connect to the experience of those in it. Saturation means that no new or relevant data are emerging, the researcher has pursued all avenues or leads, and the story or theory is complete and redundancy has been achieved. Interviews were terminated after data saturation and when the

researcher was of opinion that no new data were emerging. The service of a co-coder was utilised in order to ensure that information was truly saturated.

- **Procedure**

The procedure of the study was divided into phases as subsequently discussed:

Phase 1: Literature study

A literature study was done as a basis for this research in order to explore what specific knowledge and skills are needed to fulfil the roles and functions of a forensic social worker working with sexually abused children.

Knowledgeable professionals involved in training of forensic social workers were consulted continuously to develop a frame of reference.

Phase 2: Compiling the interview schedule.

The researcher compiled the interview schedule herself, containing qualitative open-ended questions clearly relating to specific questions that need answers in this research. The interview schedule was prepared and reviewed with experts in the forensic social work field before commencement of the actual interviews with participants. Greeff (2011:342) is of opinion that this interview schedule or guide provides the researcher with a set of predetermined questions that might be used as an appropriate instrument to engage the participants and designate the narrative terrain. Botma *et al.* (2010:209) are of opinion that the number of questions should be limited to between three and six.

Phase 3: Identifying and inviting participants

During the qualitative research participants were selected by using a purposive sampling method. A name list was compiled of all potential participants in the three groups and they were contacted by a Mediator. The Mediator in this case was a psychologist in Polokwane. The aim of the study was explained to them by the Mediator and they had 7 days to give feedback to the Mediator if they wished to participate voluntarily in the study.

There were three groups of participants: Group 1 – social workers currently working in the forensic field; Group 2, judicial officers that include magistrates, public prosecutors and lawyers in private practice dealing with child sexual abuse cases; and Group 3, investigating officers from the Limpopo Province's, Family Violence, Child Protection

and Sexual Offences Investigation Unit (FCS) of South African Police Service. At least 4 participants of each group were recruited to participate in the study. The total number of participants' was 12.

With the aid of the self-compiled interview schedule, all participants were requested to discuss their knowledge of and needs for forensic social workers' training. During the semi-structured interviews each group had its own consent form (Addendum 2). The consent forms were given to each participant by the Mediator after they had confirmed that they wished to participate in the study.

Inclusion criteria

- Each participant must have had at least three (3) years of experience working in the field of child sexual abuse.
- Each forensic social worker must have done at least five (5) forensic assessments with children that had been sexually abused.
- Each forensic social worker must have been in a criminal court as an expert witness at least five (5) times.
- Each judicial officer must have dealt with at least five (5) court cases in which a child, that had been sexually abused, had been a witness.
- Each FCS officer must have taken at least five (5) statements from children that had been sexually abused.

Exclusion criteria

- People with no experience of working in the field of child sexual abuse.
- People with no experience of the criminal court.
- People with no experience of being an expert witness.

Phase 4: Individual Interviews

During this phase of the research, semi-structured interviews were conducted. Schurink, Fouché and de Vos (2011:397) stated that qualitative research covers a spectrum of techniques, the centrepiece of which is formed by observation, interviewing and documentary analysis. Greeff (2011:342) further states that interviewing is the predominant mode of data or information collection in qualitative research. Qualitative interviews are, as Greeff (2011:342) explains, attempts to understand the world from the participant's point of view, to unfold the meaning of people's experiences, (and) to uncover their lived world prior to scientific explanations. The purpose of the interviews

in this research was to explore and describe by means of qualitative research the knowledge and needs of the-role players (forensic social workers, judicial officers and investigating officers) in connection with existing forensic social workers' training. The participants were professionals that worked in different fields in the criminal court. They can make a contribution to what a forensic social worker should know when he/she assesses children and what their reports need to contain to be acceptable for use in court. The researcher conducted the semi-structured interviews personally. She was trained to conduct semi-structured interviews as well as focus groups in the research field. After the training she was afforded the opportunity of executing a mock semi-structured interview and focus group to evaluate her ability to conduct these interviews in research.

Phase 5: Transcription the interviews

All interviews were audio recorded and thereafter transcribed verbatim. Hence qualitative information was gathered during the interviews with a view to develop the training programme for forensic social workers working with sexually abused children. The data, which was digitally recorded, was destroyed after it had been transcribed.

Phase 6: Coding of the transcribed interviews

During the qualitative research the researcher searched out for themes in the verbatim discussions with the participants. Tesch's approach (Poggenpoel, 1998: 343-344) was utilised to analyse the information gathered by means of the semi-structured interviews. The transcribed data were saved on a memory stick and stored in a locked fireproof cabinet in the office of the Secretary of the Subject Group: Social Work of the North-West University, Potchefstroom Campus. The mentioned data will be stored for five years and then be destroyed by erasing it.

Phase 7: Developing a programme

A training programme was developed from the literature study and the empirical data gathered from the three different groups of participants.

5.2.2 Objective 3

To determine by means of the literature review and empirical research what the contents should be of a training programme for forensic social workers working with sexually abused children.

The content of the training programme was determined by means of the literature review and empirical data gathered.

5.2.3 Objective 4

To evaluate the newly developed training programme that will comply with the training needs of future forensic social workers.

Phase 8: Evaluating the programme

- Research design/method

The programme was evaluated by following a qualitative research approach. Fouché and Schurink (2011:327) state that qualitative research is not a linear process and has no fixed design. The researcher's choices and actions determine the design. Because the qualitative research design is flexible, a complete account of the research design can only be provided in retrospect. The researcher chose the focus group as the research method for gathering information. The focus group allowed the researcher to investigate a multitude of perceptions in a defined area of interest (Greeff, 2011:361). In this phase of the study the three different professional groups of participants were included in one focus group. Their different experiences in the field of forensic social work and of working with forensic social workers that are experts in court, assisted the researcher in evaluating whether all the necessary knowledge and skills a forensic social worker needs, were included in the programme.

- Participants

Greeff (2011:360) mentioned that participants are selected because they have certain characteristics in common that relate to the topic of the focus group. The group is "focused" in that it involves some kind of collective activity. The researcher creates a tolerant environment in the focus group that encourages participants to share perceptions, points of view, experiences, wishes and concerns without pressurising participants to vote or reach consensus. Greeff (2011:365) mentions that, like most qualitative methods, focus groups rely on purposive sampling. It is important, however, to create the conditions for easy, productive conversation, and to ensure that while participants are comfortable talking to each other, they also serve the researcher's goal. Homogeneity is also important and is the key principle in forming focus groups.

During the qualitative research the participants of the focus group were selected from the name list of those involved in the initial individual interviews. The mediator

discussed the aim of the study with the participants involved in the first phase of the study. They had time to decide whether they wished to participate further in the study. The mediator made the content of the newly developed training programme available to the participants after they had signed a consent form (Addendum 2). They were given 30 days to work through the programme before the focus group was to take place, which eventuated in a private hall at the NG Church Polokwane. The researcher ensured no disturbance and comfort for everyone.

Inclusion criteria

- Each participant must have had at least three (3) years of experience working in the field of child sexual abuse.
- Each forensic social worker must have done at least five (5) forensic assessments with children that had been sexually abused.
- Each forensic social worker must have been in a criminal court as an expert witness at least five (5) times.
- Each judicial officer must have dealt with at least five (5) court cases in which a child, that had been sexually abused, had been a witness.
- Each FCS officer must have taken at least five (5) statements from children that had been sexually abused.

Exclusion criteria

- People with no experience of working in the field of child sexual abuse.
- People with no experience of the criminal court.
- People with no experience of being an expert witness.

Procedure

If all the participants of the first phase were not available for the focus group, the study would continue with the highest number of available participants. If data saturation was not satisfied, another focus group would be held until data saturation was reached. After evaluating the training programme the necessary adjustments were made as suggested by the focus group participants.

- Data gathering methods

After a 30-day period from receiving the programme, the participants were invited by the mediator for the focus group discussion with a view to evaluate the content of the newly developed training programme. The number of focus group meetings was determined

by the richness of the collected data and data saturation. One question was posed. *“Does the content of the training programme meet the training needs of forensic social workers as it was set out in each study unit of the training programme?”*

The focus group was led by the researcher. The researcher not only has theoretical knowledge of how to conduct a focus group but also proved that she has practical experience in conducting a focus group. She was evaluated while leading a mock focus group.

Phase 9: Transcribing and coding focus group interviews

- Data analysis

The focus group discussion was audio recorded and thereafter transcribed verbatim. The data analysis involved the analysis and interpretation of open-ended responses from the research participants after which the researcher divided the data into meaningful analytical units. The audio tape recorded interview was used with the consent of the participants (Botma *et al.*, 2010:220). Field notes were written directly after the focus groups had been held to ensure that the richest possible data were documented (Greeff, 2011:373). The researcher analysed the data according to Tesch’s approach (Poggenpoel, 1998: 343-344). The following steps indicated below were followed:

- Transcribe all data.
- Organize all the data.
- Allocate codes to the first set of field notes drawn from observations, interviews or document reviews.
- Note personal reflections or other comments in the margin.
- Sort and sift through the materials to identify similar phrases, relationships between variables, patterns, themes, distinct differences between subgroups, and common sequences.
- Identify these patterns and processes, commonalities and differences and take them out to the field in the next wave of data.
- Start elaborating on a small set of generalizations that cover the consistencies discerned in the database.

- Examine those generalizations in light of a formalized body of knowledge in the form of constructs or theories.

The qualitative data gathered during the focus group session assisted the researcher in making the necessary alterations as suggested by the focus group.

The audio recorded data were destroyed after it had been transcribed. The transcribed data was saved on a memory stick and stored in a locked fireproof cabinet in the secretary's office, of the Subject Group: Social Work North-West University, Potchefstroom Campus. These data will be stored for five years and then be destroyed by erasing it.

5.3 Ethical aspects

Before they can implement their studies, social workers that conduct research involving human subjects may be confronted by questions concerning the ethics of their proposed investigations. They must resolve these questions not only to meet their own ethical standards, but to also meet those of committees that have been set up to review the ethics of proposed studies and to approve or disapprove the studies' implementation from an ethical standpoint (Rubin & Babbie, 2011:47). For purposes of this research the following ethical issues were identified:

- Informed consent

Written consent forms were used in both phases of the study. During the semi-structured interviews each group had its own consent form (Addendum 2). During the focus group session, only one consent form was used for every participant (Addendum 2). In both cases the consent forms were made available by the Mediator. Participants were informed by the Mediator about all the aspects of the study and if they did not wish to continue, they had the right to withdraw from the study at any stage. The participants participated in the study voluntarily. They were not required to provide any explanation should they wish not to continue. Written consent was given by the participants. Increasingly, voluntary participation and no harm to participants has become formalised in the concept of informed consent. Written informed consent becomes a necessary condition rather than a luxury or an impediment. Nobody should ever be coerced into participating in a research project, because participation must always be voluntary (Strydom, 2011:117). All the participants were requested by the mediator before commencement of the interviews and focus group session to sign a written consent

form stating that they were partaking in the research voluntarily and that the information shared by them may be utilised in the research study.

All the participants in this study were professionals and do not always have time during the day to participate in a study. In both cases, semi-structured interviews and the focus groups discussion, took place at a time that suited everybody. No remuneration was paid; reason being that the participants have a need that forensic social workers be better equipped with knowledge and skills for delivering services in court. Refreshments were served during the focus group session.

- Benefits for participants taking part in this research
 - **The direct benefit for the participants was the opportunity afforded them of sharing their knowledge and experiences of children who have to testify in a criminal court and of forensic social workers as expert witnesses. The main benefit was that the researcher was afforded the opportunity of evaluating the training programme.**
 - **The indirect benefit will be that forensic social workers can be better trained, which will have an influence on the conviction rate in cases where children are the victims of sexual abuse.**
- Risks involved in taking part in this research
 - **The risks in this study are minimal due to the topic being more of sharing one's knowledge and skills with a view to improve the abilities of forensic social workers as expert witnesses.**
 - **The risk of private practice income might have an influence. The precaution taken to minimize this risk was by arranging the semi-structured interviews and focus group at a time convenient to all the participants.**
- The benefits in this study outweigh the risks.
 - **Violation of privacy, anonymity and confidentiality**

Strydom (2011:119) is of opinion that the principles *privacy*, *anonymity* and *confidentiality* can be violated in a variety of ways, and it is imperative that researchers be reminded of the importance of safeguarding the privacy and identity of participants, and to act with the necessary sensitivity where the privacy and identity of subjects are relevant.

Prior to commencement of the empirical study the researcher should explain to participants that participation should at all-time are voluntary and that no one will be forced to participate in a project (Strydom, 2011:116). The Mediator explained to the participants the aim of the study and gave them a written consent form after the discussion and allowed them at least seven days to respond to the Mediator indicating whether they wished to voluntarily participate in the study.

The participants were reassured by the Mediator that all data would be dealt with confidentially and anonymously. They were informed that their identifying particulars would not be publicised and the data that would be audio recorded would be stored on tapes in a locked fireproof cabinet in the office of the Secretary of Social Work. On conclusion of the study all tapes would be destroyed. They were informed that the transcribed data would be saved on a memory stick and stored in a locked fireproof cabinet. The data will be stored for five years and then be destroyed by erasing it.

5.4 Trustworthiness

Trustworthiness was applied throughout the entire study with all the participants in the individual interviews as well as during the focus group session. Trustworthiness as defined by Botma *et al.* (2010:232), answers four epistemological standards, namely truth value, applicability, consistency and neutrality. The truth values, consistency and neutrality were applied as criteria to assist the value of findings according to the standards, strategies and applied criteria to ensure trustworthiness as provided in the summary made by Botma *et al.* (2010:234).

Figure A.1: Standards, strategies and applied criteria to ensure trustworthiness

Epistemological standards	Strategies	Application
Truth Value	Credibility	The researcher ensured that prolonged engagement was applied by establishing self-rapport with participants both during the semi-structured interviews and the focus group session. Field notes were written directly after each individual interview and focus group session. The researcher made

		use of a co-coder and member-checking during the data analyses and interpretation of all the data.
Consistency	Dependability	Auditing was made available by capturing data by means of verbatim audio recordings. To obtain fair and independent opinions, a co-decoder inspected the data it was also checked by the participants themselves (member checking).
Applicability	Transferability	Selection of the sample was clearly described. Saturation of data came from the sources in the study.
Neutrality	Conformability	All field notes made by the researcher were comprehensive and were made available for auditing.

6. LIMITATIONS OF THE STUDY

The following limitations of the study were experienced:

- One of the most prominent limitations was some of the judicial officers' limited knowledge of the tasks (functions and roles) of the forensic social worker. Some of the judicial officers confused the tasks of forensic social workers with those of probation officers. This resulted in some of the empirical data not being able to be utilised in this study.
- A non-probability sampling technique was used instead of a probability procedure. This sampling method was used because it indicated some characteristics or processes of interest to this particular study (Silverman, 2000:104). The characteristics refer to professionals from across the entire country involved in forensic investigations. Participants were not randomly selected, a method which might have yielded better results. Fouché, Delport and de Vos (2011:151) indicated that a "randomized sample distinguishes a true experiment from other experiments. True experiments are at the highest level of

the continuum, have the most rigid requirements, and are most able to produce results that can be generalized to a specific population”.

- Forensic social work is a relatively new field in South Africa. Adequately trained professionals in the forensic field and research on training programmes for forensic social workers are scarce in the South African context.
- A comprehensive internet search has been executed for relevant academic publications regarding the research topic. A shortage was identified regarding relevant literature pertaining to the subject under study.

7. TERMINOLOGY

To clarify certain concepts, it is necessary to define important key terms used recurrently in this research.

7.1 Training programme

Fourie (2007:39), in her PhD, stated that a training programme is a course of instruction by book or teaching machine in any profession by means of paper or booklet, with relevant details and items in which the subject matter is broken down into a logical sequence of short items of information, and a student can check immediately the suitability of his/her response. A training programme can be described as a structured view of specified material dealing with a specific topic presented to a specific target group. According to the New Dictionary of Social work (1995:49), the definition for the term *programme* is the process between a group and a social worker where a systematic pattern of activities is followed to achieve group goals. The programmes for social work have the broad goal of enhancing individual and social change by providing services that meet individual and community needs.

7.2 Forensic social work

Forensic Social Work is a professional speciality that focuses on the interface between society's legal and human systems. It includes such activities as providing expert testimony in courts of law, investigating cases of possible criminal conduct and assisting the legal system in such issues as child custody disputes, divorce, non-support, delinquency, spouse or child abuse, mental hospital commitment and relatives' responsibility (Barker & Branson, 2000:1).

The researcher agrees that forensic social work is a specialised field in the social work profession. One of the primary functions of the forensic social worker is the investigation of child sexual abuse cases and specifically the forensic interviewing of the child victim. A second function that must be highlighted according to the researcher is the forensic social worker's function as an expert witness in court regarding the dynamics of sexual abuse. In South Africa the field of forensic social work is not yet a registered field of speciality at the South African Council for Social Service Professions.

7.3 Forensic interview

Forensic interviewers conduct the forensic interview as part of a larger investigative process with the intention of eliciting information that is uniquely the information of the child. This information can be used during further law enforcement as well as child protection investigations. Forensic interviewers must conduct forensic interviews in a developmentally sensitive and legally sound manner, utilising research and practice-informed techniques (Cordisco-Steele, 2012:100). According to Müller (2001:8), the purpose of a forensic interview is to obtain a truthful account from children in a manner that will best serve the interest of the child, but is at the same time legally acceptable.

The researcher is of opinion that a forensic interview is an interview with the sexually abused child, during which the interviewer obtains information regarding the nature and content of the sexual abuse in a developmentally sensitive manner.

7.4 Child sexual abuse

The Criminal Law (Sexual Offences and Related Matters) Amendment Act, 32/2007) defines a person committing a sexual offence as "any person who engages a child (a person under the age of 18) in a sexual act, with or without the consent of the child". Sexual offences refer to any offence in terms of Chapters 2 and 3 and sections 55 and 71 (1), (2) and (6) of this act. These include rape, compelled rape, sexual assault, compelled sexual assault and compelled self-sexual assault. The Act further states that a sexual act is defined as an act of sexual penetration or an act of sexual violation.

Sexual penetration is seen as any sexual form of penetration to any extent whatsoever by the genital organ, any body part and/or object by one person into or beyond the genital organs, anus or mouth of another person. Sexual violation includes any act which causes:

- direct or indirect contact between the genital organs, anus or breasts of one person and any part of the body of another person, including any object resembling or presenting the genital organs or anus of a person or animal;
- the mouth of one person and the genital organs, anus, breasts or mouth of another person;
- any other part of the body of another person that could cause sexual arousal or stimulation;
- masturbation of one person by another person;
- insertion of any objects resembling or representing the genital organs of a person or animal into or beyond the mouth of another person.

Both contact and non-contact activities that result in the sexual gratification of adults or a significantly older child or adolescent are regarded as sexual abuse. Activities that can also be seen as child sexual abuse include touching or fondling of genitals, oral acts involving genitalia, penetration, sexual exploitation of the child for material gain such as child prostitution or pornography, voyeurism, exhibitionism and the exposure to sexually explicit talk or materials. Also any act that involves coercion, force, or the threat of force, can be categorised as sexual abuse.

Lawrence and Janse van Rensburg (2006:128) define sexual abuse as any action that violates, humiliates, or exploits, or any attempt to violate, humiliate or exploit the bodily integrity or dignity of the complainant which bears an element of a sexual nature. Berliner (2011:215) states that sexual abuse includes sexual penetration, sexual touching, as well as noncontact sexual acts such as exposure or voyeurism. Sexual contact between teenagers or children and younger children can also be abusive in nature. The researcher is of opinion that the sexual abuse of a child is a heinous crime. This includes any sexual act committed to a child under the age of 18 year; it is a deed by which a person with any advance over a child, engages that child in any deed for the sexual gratification of the advanced person.

7.5 Expert witness

According to Schmidt and Rademeyer (2010:17-9), an expert witness is described as follows: "There is one consideration that places the opinion of an expert witness in a special category: it is that because of his experience and knowledge, he is more competent than the court to reach a conclusion in his particular field of expertise. While

a lay person's opinion is normally irrelevant, that of the expert is relevant because he can give the court information to which court does not have access."

According to Carstens (2006:188), an expert witness is someone that:

- has education or specialised experience,
- has superior knowledge regarding a subject,
- is able to deduce correct conclusions, and
- is able to formulate accurate opinions.

In this regard, the researcher is of opinion that an expert in the field of child sexual abuse cases is a person with specialised knowledge, skills and experience regarding child sexual abuse matters. This person is able to come to accurate and objective conclusions within his/her scope of practice.

7.6 Evaluation

The New Dictionary of Social work (1995:22) describes evaluation as a process whereby the social worker and client system appraise the efficiency and effectiveness of social work assistance in accordance with specific criteria. Fouché and de Vos (2011:98) regard evaluation as the process of determining whether a social intervention has produced the intended result. Patton (2002:10) defines programme evaluation as the systematic collection of information on the activities, characteristics and outcomes of programmes to make judgements regarding the programme, to improve programme effectiveness, and/or to inform decisions about future programming.

7.7 Development

The New Dictionary of Social work (1995:17) describes development as a process which suggests the desired direction in which a group or community moves (as determined by themselves) in order to accomplish economic progress, political participation and social reconstruction.

7.8 Assessment

Assessment, as pointed out by Webb (2011:59-60), has been described as "the thinking process that seeks out the meaning of case situations, puts the particulars of the case in some order, and leads to appropriate interventions". Another definition refers to assessment as "the worker's professional opinion about the facts and their meaning".

The reason for conducting an assessment is to try to understand why a problem exists so that some kind of remedy can be recommended. Sometimes an assessment leads a social worker to identify the need for specialised evaluations and to make appropriate referrals.

Assessment is the process of determining the nature, cause, progression and prognosis of a problem and the personalities and situations involved therein; in social work it is the function of acquiring an understanding of a problem, what causes it, and what can be changed to minimize or resolve it (Barker, 2003:30). The researcher concludes that an assessment is the evaluation of all the information and facts gathered during the investigation. Assessments in cases of child sexual abuse differs from other assessments as the process followed must be legally defensible

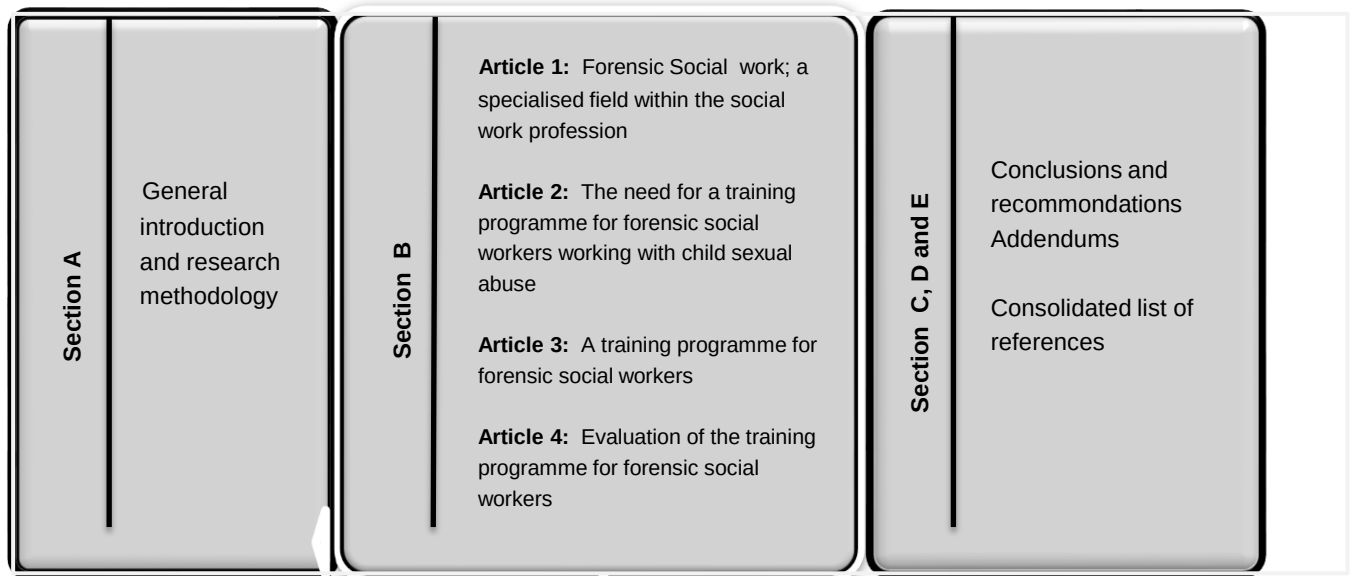
7.9 Legally defensible

The term *legally* implies in a lawful way or related to law. It also indicates that a requirement is permitted by law (Garner, 2009:975). The term *defensible* implies that something is justifiable by an argument and can withstand legal scrutiny (Oxford Dictionaries, 2014). When the researcher refers to something that is legally defensible, for example a forensic assessment technique, it implies that the technique can be justified in a lawful manner and the person employing that technique will be able to withstand legal scrutiny in court.

8. PRESENTATION AND STRUCTURE OF RESEARCH REPORT

The researcher presented the results of the research in the form of four articles. The research report can be seen as the final product of the research process. It is a combined effort of integrating theory and practice (Strydom & Delport, 2011:278). This research was divided into five sections. Figure 2 gives an overview of the format of the research report:

Figure A.2: Report outline



8.1 Section A: Introduction and research methodology

In Section A the principles/foundation of the study were explained. This includes the research problem, aim and objectives of the research, paradigmatic perspective of the research and research methodology.

8.2 Section B: Research articles

The format of this section contains four articles

Article 1: Forensic social work: A specialised field within the social work profession

This article is an investigative literature study, discussing *forensic social worker* as a specialised field within the social work profession.

Article 2: The need for a training programme for forensic social workers working with child sexual abuse

Article 2 is exploring the knowledge and needs of the role-players through empirical research with a view to develop a training programme for forensic social workers.

Article 3: A training programme for forensic social workers

Article 3 is concerned with the development of a training programme for forensic social workers. The content of the training programme is discussed in this article.

Article 4: Evaluation of a training programme developed for forensic social workers working with child sexual abuse

The evaluation is done of the training programme for forensic social workers.

8.3 Section C: Summary, conclusions and recommendations

The main conclusions formulated by means of the research as well as the recommendations for the development of a training programme for forensic social workers are presented in this section. It consists of a comprehensive summary, conclusions, and recommendations regarding the research undertaken.

8.4 Section D: Addendums

The annexures to the research is listed in this section

8.5 Section E: Consolidated list of references

A consolidated list of references is presented in this section.

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SECTION B

ARTICLES

ARTICLE 1

FORENSIC SOCIAL WORK: A SPECIALISED FIELD WITHIN THE SOCIAL WORK PROFESSION

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KEY TERMS

Forensic social work, specialised field, social work

OPSOMMING

In hierdie artikel word gefokus op beskikbare literatuur ten opsigte van die gespesialiseerde vaardighede en kennis waarvoor 'n forensiese maatskaplike werkers moet beskik. Hulpverlening deur middel van forensiese maatskaplike werk moet binne die konteks van die reg geskied. Dit behoort die kritiese beskouing en weerleggings van die teenstrydige partye in die hof te kan weerstaan. Maatskaplike werkers wat in die forensiese veld werk, moet dus oor gespesialiseerde opleiding en spesifieke kennis beskik. Hierdie gespesialiseerde opleiding behoort in 'n nagevorsde opleidingsprogram vir forensiese maatskaplike werkers saamgestel te word. Die fokus van die opleidingsprogram moet alle aspekte van seksueel misbruikte kinders, forensiese onderhoudsvoering, deskundige getuienis asook die wyse waarop die Suid-Afrikaanse regstelsel werk, insluit. Hierdie artikel sal 'n oorsig gee van die noodsaaklike gespesialiseerde vaardighede en kennis waarvoor forensiese maatskaplike werkers moet beskik wat by 'n opleidingsprogram ingesluit behoort te wees.

1. INTRODUCTION

In this section, available literature will be reviewed regarding forensic social work as a speciality field within the social work profession. Forensic social work has already been defined (Scheepers, 2008:33; Saywitz & Camparo, 2009:115; Barker & Branson, 2000:1; Maschi & Killian, 2011:12) and the roles and functions of forensic social workers have been discussed by several researchers (Clark, 2009:69; Munson, 2007:69; Carstens, 2006:185; Quinn, 2010:234; Sheehan, 2012:413; Torpey, 2009:15; Barker and Branson, 2000:15). In this study the researcher will once again briefly discuss above-mentioned topics and make recommendations applicable to this research.

In this article the researcher will discuss literature applicable to forensic social workers. The specific literature will be as follows:

- Specialised knowledge and skills forensic social workers must possess in order to successfully assess sexually abused children and act as an expert witness in a court of law.
- Attention will be given to the differences between forensic and clinical interviewer roles.
- The researcher will explain that forensic social work is the application of social work skills, knowledge and principles within the context of the legal system.

In this study the afore-mentioned will serve as a foundation for developing the training programme for forensic social workers working with child sexual abuse cases.

2. CONTEXTUALISATION

Forensic social work is a new and exciting social work specialisation which is growing in prominence, as more social workers are interested in this specialised field within the social work profession. Faller (2015:55) mentions that mental health professionals are not usually taught forensic interview practices during their graduate training. Specialised training programmes are needed for professionals with graduate mental health training, for forensic interviewers who conduct these forensic interviews. The majority of professionals in South Africa that conduct assessments on sexually abused children and testify on this matter in court do so without proper qualifications in this field (Kaliski, 2006:62). Hence there is a need for training in this field of expertise. The

South African Council for Social Service Professions has already initiated a process relating to the registration of a speciality in the social work profession, namely Forensic Social Work.

According to the eleventh draft of the regulations relating to the registration of a speciality in forensic social work, “social work” means the promotion by a social worker of social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. The regulation states that “forensic social work” is a specialised field of social work that focuses on the interface between the legal system and the secondary client and is characterised by the primary function of providing expert testimony in the court of law as the primary client. Therefore the forensic social worker is a social worker with scientific and specialised knowledge, skills, training, education and experience in forensic social work, who provides the court (with written and /or oral) expert testimony (South Africa. Department of Social Development. 2015, draft 11).

A field of speciality can be described as “a specific field in social work, where specific activities occur which require specific, additional knowledge, skills and expertise and can be viewed as a field of social work”. This definition appeared in the official newsletter from the South African Council of Social Service Professions (2006:9). The researcher is of opinion that the professional, conducting forensic assessments with the sexually abused child, must have specialised knowledge, skills, as well as expertise in all aspects of child development in order to interview the sexually abused child. This specialised knowledge and skills must form part of a well-researched training programme developed for social workers working in the forensic field.

3. PROBLEM STATEMENT

Although it is widely acknowledged that the sexual assault of children is a major societal concern, it is not known how many children are victims of sexual abuse. There are two major reasons for this lack of data: Firstly, present estimates of the incidence of child sexual abuse are primarily based on reports received and validated by child protection agencies. These figures, however, do not reflect the number of unreported cases or the number of cases reported to other types of agencies and professionals. Secondly, accuracy of diagnosing child sexual abuse is often difficult because definitive medical or physical evidence is lacking or inconclusive in the vast majority of cases. There are no

gold standard psychological symptoms specific to sexual abuse (London, Burck & Ceci, 2005:194). Goodyear-Brown, Fath and Myers (2012:6) stated that less than 10% of child sexual abuse is reported to authorities. More than one-third of suspected child sexual abuse victims fail to disclose their abuse and some victims may choose to remain silent well into adulthood.

Estimates of prevalence rates of child sexual abuse in developed countries are between 20% and 36%. However, arrest and conviction rates are low. Child sexual abuse cases are more than twice as likely as other offences to be declined for prosecution, and those cases referred to police are less likely to result in charges being filed, compared to similar crimes involving adults. The consequence of low arrest rates is that many child victims who report abuse receive no major protective intervention from authorities. Low prosecution rates of child sexual abuse cases are largely due to insufficient quality of evidence obtained from witnesses who allege abuse (Burrows & Powell, 2014:229). The researcher agrees with the afore-mentioned researchers that child sexual abuse cases often are declined from prosecution in practice, which leaves the child victim unprotected.

According to the Annual Crime Report of the SAPS (2012/2013:9) in 2012/2013, 66 387 sexual offences were investigated by SAPS. Mengel (2008:9) mentions in her research findings that child rape is a tremendous problem in South Africa. From all the sexual offences reported to the police –approximately 60 000 annually – almost half are child abuse cases. In the last decade, Childline has reported a 400% increase in reported child sexual abuse cases. Resources Aimed at the Prevention of Child Abuse and Neglect (RAPCAN, 2010:6) note that the conviction rate in South Africa for sexual offences committed against children is extremely low. They commented on research done in 2000 on conviction rates which stated that it was a mere 9%. Mengel (2008:9) states in her research that in 2008 the conviction rate for sexual offences committed against children is in the order of 7%. The researcher is therefore of opinion that child sexual abuse is an irrefutable reality in South Africa and investigating these cases remains to be a difficult task. In order to contribute to a fair prosecution of these cases, social workers working in the forensic field must make sure they have the best possible training in this field both to assist the child victims and the courts.

Determining whether a child was sexually abused is a tremendous clinical and legal challenge. Myers (2012:203-204) further states that child abuse is one of the most

difficult crimes to detect and prosecute, largely because there often are no witnesses except the victim and acts are predominantly nonviolent and usually occur in secret. Faust, Bridges and Ahern (2009:4) state that attempts to distinguish between children who have and have not been sexually abused carry high stakes. If professionals fail to identify abuse; they may lose the opportunity of providing needed treatment to the child or assistance and compensation to the family. Even more devastating is that such lost opportunities potentially allow abuse to continue. Alternatively, an inaccurate appraisal of abuse leads to needless emotional strife for the child, the family, and the alleged perpetrator. We thus seek scientifically grounded and established methods that achieve high levels of accuracy to help with this distinction. To the researcher's mind, the price is too high to pay for conducting a poor assessment in cases of child sexual abuse. Not only for the victim or alleged perpetrator but the forensic social worker's reputation could be damaged in the process.

In succeeding years, professional interest shifted from physical to sexual abuse, largely in response to dramatic increases in the number of reported cases, and awareness that many instances of abuse might go unrecognised because the victims, who were the only possible sources of information, seldom provided investigators with sufficient information. As a result, researchers made considerable efforts to understand how children's testimony can be made as useful and reliable as possible. Since 1990, furthermore, highly publicised cases worldwide have drawn attention to the counterproductive ways in which alleged victims of sexual abuse are occasionally interviewed. These inappropriate interviews appear to have compromised and contaminated the children's testimony, rendering it flawed and unreliable (Lamb, Hershkowitz, Orbach & Esplin, 2008:1). Training of the interviewer is important because it can strengthen the quality of the interview (Block, Foster Pierce, Berkoff & Runyan, 2013:175). It is therefore of the utmost importance for social workers, who do the sexual abuse assessment, to have the knowledge and skills to conduct these specialised interviews.

The investigation of child sexual abuse in South Africa is a demanding task. Forensic social workers need to be equipped with the necessary specialised knowledge, skills and tools for dealing with victims of child sexual abuse. Iffley (2012:96) points out that training for those social workers assessing allegations of child sexual abuse, is lacking. Barker and Branson (2000:2) believe it is a propitious time for the development of the specialty known as *Forensic Social Work*. What distinguished this last-mentioned work

is the interface between social work and the legal system (Sheehan, 2012:416). The utilisation of social work knowledge and skills nearly always serves the interest of justice, and countless judges, prosecutors and defence attorneys depend on social workers as their most trusted professional allies (Butters & Vaughan-Eden, 2011:63). Forensic social work is not yet recognised as a specialised field in South Africa by the South African Council for Social Service Professions (SACSSP). Although the aforementioned is true the SACSSP has already years ago initiated the process to register forensic social work as a speciality field with the SACSSP. Negotiations with council are currently in their final phase in this regard.

Particular training and specific competencies are especially important with respect to the assessment of suspected child sexual abuse. This includes appropriate graduate training and an advanced degree in a mental health discipline and specialised training in child development and child sexual abuse. Furthermore, the professional undertaking such an evaluation should be familiar with current developments in the field with respect to this area, including the professional literature, and should have an understanding of dynamics and the emotional and behavioural consequences of child sexual abuse (Clark, 2009:77). Conducting any assessment with forensic implications demands special expertise. No professional licence or degree necessarily indicates qualification to perform a child sexual abuse assessment. Similarly, having completed education and training in the distant past does not assure present or future competence; one must remain abreast of development in the subspecialty area of child sexual abuse assessment (Koocher, 2009:81-84).

Maschi and Killian (2011:25) argue that a forensic social worker should use a type of double vision to examine the interaction between the individuals (clients) and their environment (legal system). These social workers might best be served by looking beyond mono-system thinking and practices (traditional social work training) and focusing on a bi-system approach by means of which trans-disciplinary exposure will equip them to be able to work in the forensic domain. This will require special skills and competencies in specialised training on two levels, namely (a) the field of child sexual abuse and (b) the legal domain. Research is still in its infancy and further research and training is needed to define the relative effectiveness of the various training elements. The research question emanating from the research problem is as follows:

What do forensic social workers need to know when working in the field of child sexual abuse so as to elicit full and accurate reports from child victims?

4. RATIONALE OF THE STUDY

Forensic interviewing is a fact-finding process and should only be conducted by professionals that have received specialised training in the forensic field post-graduation (Spies & Carstens, 2005:38). It is within the context of this study that sustainable change-over-time could very well be possible if a well-researched training programme for social workers working with sexually abused children is effectively crafted and implemented. The social worker will be empowered with knowledge by receiving adequate training. The child victim will be more effectively protected if a well-trained social worker investigates cases of sexual abuse and this will have a positive outcome on the detection rate of the detective service in the SAPS. Well-trained forensic social workers act as a fountain of knowledge in the court and can therefore ease the presiding officer concerning the decision-making process.

5. OBJECTIVE

To investigate the specialised field of forensic social work by means of a literature study.

6. RESEARCH METHODOLOGY

In the first phase of this study the research methodology used was a literature study.

6.1 Literature review

The focus of this research was to explore the specialised knowledge and skills forensic social workers need to fulfil their roles and functions when investigating child sexual abuse. The literature review was carried out in order to research the availability of scientific literature and to determine whether the study is viable and justified. The literature review places the research within context; it locates the research within the already existing context of the published knowledge with regard to the areas being investigated (Denscombe, 2010:29).

Fouché and Delport (2011:133) maintained that it is important for a literature review to be undertaken as early as possible, with the understanding that as the research develops and new issues emerge, additional reviews of the literature will be required.

Fouché and Delport (2011:134) also mention that a review of the literature is aimed at contributing to a clear understanding of the nature and meaning of the problem that has been identified. Rubin and Babbie (2005:120) explain that the literature study is not only an important step in the formulation phase, but also in the entire process of designing the study, and is, in fact, not complete at any point in the research process. The purpose of the literature study is to become familiarised with the current state of knowledge regarding the research problem, to learn how others have delineated similar problems, to narrow the focus of the project, and to ensure that we do not unnecessarily duplicate what others have done (Monette, Sullivan & De Jong, 2011:85). Researchers can only hope to undertake meaningful research if they are fully up to date with existing knowledge on their prospective subject (Strydom, 2011:237).

In the literature review the researcher traced studies done in South Africa on the specialised field of the forensic social worker. Smith (2007:vi) conducted her studies on the forensic social worker as an expert witness in court. The focus of her study was on the knowledge, skills and experience that make forensic social work a specialised field to ensure that the courts regard the forensic social worker as an expert. Forensic social work is a developing professional specialist field with the focus on interaction between the legal system and the human services system.

Smith (2007:43) mentions in her research that she found a lack in South Africa with regard to forensic social worker training. It was found that the four-year degree in social work does not cover the training needs of forensic social workers acting as expert witnesses in court. Specialised knowledge is required for a social worker to qualify as a forensic social worker. It was recommended that a training programme be compiled in South Africa for the special training needs of forensic social workers. In another South African research study, that of Scheepers (2008:10), it is stated that the social worker wishing to render forensic services will need to acquire additional, specific, specialised knowledge, skills and experience regarding this field which is not acquired during undergraduate studies, and which complies with the requirements of the judicial system.

In the current, study national as well as international research was analysed to gain knowledge with regard to the training and speciality field of forensic social workers working with sexually abused children. Literature in the fields of social work, psychology, sociology, criminology, law and medicine were studied during this investigation. Information was gathered from published scientific contributions in books,

scientific journal articles as well as previous research projects. Several databases were drawn from in this search, namely Social Work Abstract, Social Science Abstract, EBSCO Host, Academic Search Premier, NEXUS, SA Publications, ProQuest and PsycINFO, Internet and the Ferdinand Postma Library of the North-West University.

7. FORENSIC SOCIAL WORK AS A SPECIALISED FIELD WITHIN THE SOCIAL WORK PROFESSION

In this article, the researcher will focus on the prerequisite specialised knowledge and skills the forensic social worker must possess. This research is a vitally important addition to this emerging and essential body of knowledge. The researcher is convinced that social workers are uniquely positioned to be evolved into forensic social work. Hence the definition, roles and functions will briefly be discussed, since a comprehensive South African study has already been conducted by Scheepers (2008) and Smith (2007) in this regard, as previously mentioned.

Forensic social work combines social work and specialised legal and policy skills to target social functioning and socio-legal conditions. The use of the term *forensic* underscores the infusion of social justice and human rights principles. It also underscores the collaborative nature of effective forensic social work, which includes collaboration with clients, professionals, and other stakeholders within and across formal and informal systems (Maschi & Killian, 2011:12). The researcher started working as a forensic social worker in the South African Police Service in 2003. Through the years she watched the forensic field mature and evolve. The field of forensic social work in South Africa today differs immensely from the field as it was twelve years ago. Many more child sexual abuse cases are referred to social workers through law enforcement agencies and the courts. The implication is that the demand for trained forensic social workers expected to conduct legally sound assessments and provide court testimony, is growing at a rapid speed.

7.1 Defining forensic social worker as a speciality field within the social work profession

In her research, Scheepers (2008:33) focused on the definition of forensic social work specifically in the South African context. For purposes of this research study the following definition of Scheepers (2008:33) for forensic social work will be utilised, namely: Forensic Social work is a specialised field that focuses on systematically

assessing the individual and systems involved which are connected to a social phenomenon such as sexual abuse. The assessment processes have social principals and training as its foundation. The assessment findings are being evaluated in a triangulation process with scientific literature and will be given to court in a report. This report will form part of the court documents and processes. The assessment process and report writing are followed up on request of the court by delivering expert testimony. The forensic social workers need a certain amount of experience and/or knowledge of a certain social work phenomenon to conduct an assessment and to deliver expert testimony. The report and the expert testimony can cover any facet of the case investigated. The focus of the assessment process is determined by the judicial system.

The question that needs to be answered according to the research is how should forensic social workers be trained and -equipped to address the needs of the environment in which they work? A starting point would be to define assessment in the forensic social work field. As well as to illustrate the difference between the two separate working domains in the social work profession, namely the role of clinical social work and the role of forensic social work.

The Minister of Social Development has, in terms of section 28 (gA)(i) of the Social Service Professions Act, 1978 (Act No. 110 of 1978), on recommendation of the South African Council for Social Service Professions, made the regulations set out in a schedule that the definition of “forensic social work” is a specialised field of social work that focuses on the interface between the legal system and the secondary client and is characterised by the primary function of providing expert testimony in the court of law as the primary client.

7.1.1 Defining assessment of child sexual abuse cases

Assessment, according to Webb (2011:59-60), has been described as “the thinking process that seeks out the meaning of case situations, puts the particulars of the case in some order, and leads to appropriate interventions”. Another definition refers to assessment as “the worker’s professional opinion about the facts and their meaning”. The reason for conducting an assessment is to try to understand why a problem exists so that some kind of remedy can be recommended. Occasionally an assessment leads a social worker to identify the need for specialised evaluations and thus to make appropriate referrals.

Assessment is the process of determining the nature, cause, progression and prognosis of a problem and the personalities and situations involved therein; the social work function of acquiring an understanding of a problem, what causes it, and what can be changed to minimize or resolve it (Barker, 2003:30). The researcher concluded that a forensic assessment is the evaluation of all the information and facts gathered during the investigation. Forensic assessments in cases of child sexual abuse differ from other assessments as the process followed must be legally defensible.

7.2 Forensic social work versus clinical social work

The researcher is of opinion that the work of forensic social workers call upon skills and knowledge which is different from those of social workers in other fields. Some of the most intense legitimate criticisms of the assessments conducted by mental health professionals have centred on multiple professional roles and conflict of interest issues. In cases of child sexual abuse, mental health professionals may be asked to assume forensic and therapeutic roles. These roles are separate and distinct and potentially involve a conflict of interest if simultaneously conducted during the assessment of sexually abused children.

Saywitz and Camparo (2009:114-115) state that both the research and clinical literature make clear the value of differentiating between forensic interviews and clinical efforts and that clear boundaries should be maintained between the role, methods, and goals of the forensic and clinical interviewer. The forensic interviewer is considered a fact finder, objectively gathering details of legal relevance and documenting children's statements verbatim, if possible. The forensic social worker is supportive but remains neutral to the veracity of the information provided and refrains from a relationship that could unduly influence children's reports.

In contrast, the goals of the clinical interview are diagnosis, treatment planning, and symptom reduction. A basic aim of a therapeutic conversation is to effect change. The child's behaviours and perceptions are central. There is no obligation to determine the reliability of the child as a historian; hence, there is less demand to pursue alternative hypotheses. The therapist seeks to establish a therapeutic alliance with warmth and empathy. He or she might take the role of advocate, educator, role model, or coach (Saywitz & Camparo, 2009:114-115). Faller (2007:3) mentions in her research that there are professionals that think forensic and clinical roles should be totally separated.

She defines differences between forensic and clinical practise, but also argues that these may not be clearly distinct roles.

Müller (2001:8) states in an article in the *Child Abuse Research in South Africa* a Journal of the South African Professional Society on the Abuse of Children that the purpose of a clinical or therapeutic interview is to provide treatment for the patient, whereas that of a forensic or investigative interview is to establish the facts of the incident under investigation. Carstens (2006:195) is of opinion that multi-professional roles in child sexual abuse cases can create a conflict of interest. In such instances, the question of neutrality versus advocacy can be raised. According to the researcher's previous statement, that forensic social workers call upon skills and knowledge that is different from those of social workers in other fields, literature supports her opinion that there is a distinct difference between the forensic and the clinical approach. In order to explore forensic social work as it applies to South African circumstances, the different roles and functions of the forensic social worker will subsequently be explored.

7.3 Roles of the forensic social worker

In this section the researcher identifies the roles in which forensic social workers may find themselves with respect to child sexual abuse investigations. The characteristics of child sexual abuse are compelling and require mental health professionals to take on different roles and responses. These roles inevitably involve mental health professionals in different relationships: with the victim or suspected victim, with the perpetrator or suspected perpetrator, with family members, and with the institutions – social service agencies, police, and courts – charged by society with investigating and responding to child sexual abuse (Clark, 2009:69). Munson (2007:69) mentions that forensic roles fall primarily within three areas:

- (a) Performing assessments for courts and attorneys,
- (b) serving as consultants to attorneys, and
- (c) providing direct and rebuttal expert witness testimony.

Many a time the three roles are interrelated.

Carstens (2006:185) states that professionals in the helping professions have to realise that they have two distinct, opposite and equally important roles, each with its own requirements. Firstly, they are professionals in their chosen field of specialisation, with the necessary qualifications, experience and skills required in that field. Continuous

education is necessary to keep their knowledge up to date in order to practise their profession competently. Secondly, they may be expected to act as an expert witness, which is a separate role with its own unique and demanding discipline and skills. Although trained for the first role, professionals often have no training for the second. The legal system needs competent, qualified experts who can deal with complexities in the courtroom. Being an expert witness in a court of law can be a demanding, challenging and exhilarating experience. Professionals should develop themselves to become expert witnesses, thus becoming experts in witnessing.

Quinn (2010:234) states that the role of the investigator is objective and impartial. The interviewer must strive to not ally him or herself with any particular individual involved in the investigation. The primary role of the forensic investigator is to document the chronology, psychosocial context, and consistency of an allegation. The data gathered should be as uncontaminated as possible for use by the mental health and judicial systems. Interviewers must be careful to avoid role confusion. The interviewer must remember that he or she is a forensic examiner and not a therapist or child advocate in any particular case. There needs to be a sharp demarcation between assessment and therapy. A second role confusion often exhibited by interviewers is mixing investigation with inappropriate advocacy. A third role confusion to avoid is being the judge (Quinn, 2010:234).

Forensic social work calls for greater understanding of the role of law in society than might otherwise be expected in other fields of social work practice; how law structures relationships and enforces expectations influences how clients are treated when they intersect with legal systems. What forensic social work can offer is its capacity to educate legal practitioners about issues such as family dynamics, child development, and mental health, and how these shape adult behaviour. These linkages between social work mental health and the law suggest this is a specialist field of social work practice, and the challenge is to preserve social work common understandings with newer demands for forensic social work expertise in specialist settings (Sheehan, 2012:413).

7.4 Functions of forensic social workers

Torpey (2009:15) points out those forensic social workers apply scientific or other specialised knowledge to questions and issues related to the law. Their job duties fall within two basic categories: analysing evidence and acting as expert witnesses in legal

proceedings. According to the researcher the forensic social workers have two major functions: (1) Forensic interviewing of sexually abused children, and (2) The forensic social worker as an expert witness. Barker and Branson (2000:15-17) identified ten major and according to the researcher very broad functions of forensic social work applicable within the American legal and social work context. The researcher will only discuss the first two, utilised by the forensic social worker working with sexually abused children, namely:

Function 1: Barker and Branson (2000:15) mention that the most central function is that forensic social workers testify in courts of law as expert witnesses. To provide expert testimony or assessments – that are based on the investigation of persons involved – to courts of law or to legal authorities. The aim of this function is not to prove or disprove guilt but to assist the court in understanding the psychosocial functioning of a specific defendant, victim or witness.

Function 2: The forensic social worker systematically evaluates individuals so that the resulting information can be presented in court or to legal authorities. Barker and Branson (2000:16) state that these evaluations are conducted to provide the court with much needed answers to many questions. The researcher agrees that these are two major functions of forensic social work. In practice, forensic social workers do not get subpoenaed to court to deliver expert testimony in every case assessed by them.

7.5 History of forensic social work in South Africa

The idea of a specialised forensic social work service for cases of child sexual abuse first arose after the results of a research project undertaken by social work students of the Potchefstroom University for CHE had become known. In this section the researcher will refer to literature written in 1999 as background. Two main conclusions were drawn from the exploratory research undertaken by the students, namely:

1. That there was a dire need for a specialised social work service that would assist the Child Protection Units (CPU) of SAPS.
2. Social workers need specialised training in order to function effectively as expert witnesses during the trial phase of child sexual abuse cases (Stutterheim & Weyers, 1999:17). According to Barker and Branson (2000:11), police social work is a professional speciality that has become increasingly important.

Based on the results of the study done by the University and a study done by SAPS among CPU members a final decision was taken to commence with a forensic social work service in SAPS. The Police Social Work Services began with the establishment of a forensic social work service on 6 May 1997. The aim of this service was to assist in the investigation of cases of child sexual abuse and to provide expert evidence in court (Stutterheim & Weyers, 1999:16). In this article of Stutterheim and Weyers (1999:19) they state that after the SAPS forensic social workers were stationed throughout South Africa social work has come of age with regard to its functioning within the South African legal system. They argued that the time was ripe to start rendering a comprehensive and specialised forensic social work service to the courts. It is the opinion of the researcher that pioneering and ground-breaking work has been done by the Police Social work Services of SAPS with regard to establishing forensic social work in South Africa.

In 1986, South African Police Service established specialised Child Protection Units dedicated to the function of investigating crimes against children. In 1995, a decision was taken to broaden the mandate of these Units to operationalize the SAPS policy of prioritising the combating of violence against woman and children. These Units were then renamed to the Family Violence, Child Protection and Sexual Offences Units (FCS Units) (Frank, Waterhouse, Griggs & Rontsch, 2008:1). The forensic social workers currently working in SAPS, form part of the Family Violence, Child Protection and Sexual Offences Units (FCS Units) – a subsection of the Detective Service. The forensic social workers need to be empowered with specialised knowledge and skills to ensure quality service delivery and business excellence in executing their duties.

According to SAPS' forensic social workers' procedure manual (2006:3), there is a need for specialised training for social workers specialising in forensic social work. The relevant objectives of SAPS's procedure manual for the forensic social workers are: 1) To conduct a scientific investigative process of the reported crime committed against the child, by assessing the child using specialised social work knowledge, skills and methods in the field of forensic social workers; 2) To provide a scientifically based court report in order to assist the investigation process of crimes committed against children; 3) To deliver expert testimony in court; and 4) To develop and maintain the necessary expertise to enhance one's professionalism by doing applicable research to one's field of expertise and to attend relevant training.

Currently, SAPS is the only government agency employing and training forensic social workers in South Africa. Forensic social workers employed by government makes it possible to render forensic social work services to all levels of the community. Forensic social work assessments is time consuming and is therefore an expensive service which can often not be afforded privately by all child sexual abuse victims.

8. PREREQUISITE KNOWLEDGE AND SKILLS OF A FORENSIC SOCIAL WORKER WORKING WITH CHILD SEXUAL ABUSE CASES

Controversy has arisen concerning the appropriateness of clinical professionals participating in child abuse investigations. Issues have been raised that forensic practice may run counter to traditional clinical training and that an assessment approach must be developed that will withstand the sometimes competing demands of clinical efficacy and legal scrutiny. Forensic assessments must be conducted by professionals who have had specialised training on accumulated research knowledge of the following: Forensically appropriate interviewing techniques, developmental factors including language, memory, suggestibility and sexual behaviours of children and factors pertaining to credibility assessment of children's statements (Carnes, Nelson-Gardell, Wilson & Orgassa, 2001:231).

The researcher is of opinion that the professional person, who is working in the field of forensic social work and is conducting forensic assessments with the sexually abused child, must have specialised knowledge, skills, as well as expertise in developmental aspects of children in order to interview the sexually abused child. The following aspects are viewed by the researcher as some of the prerequisite knowledge and skills needed when forensic assessments are conducted on child sexual abuse victims. The following insert is based on the researcher's own specialised training, formal education, self-study and twelve years' experience in the forensic social work field, assessing numerous sexually abused children, compiling many court reports and testifying in child sexual abuse court cases.

8.1 Child sexual abuse

Sexual abuse involves, as explained by Berliner and Elliot (2002:55), any sexual activity with a child where consent is not or cannot be given. This includes sexual contact that is accomplished by force or threat of force, regardless of the age of the participant, and all sexual contact between an adult and a child, regardless of whether there is

deception or the child understands the sexual nature of the activity. Sexual contact between an older and a younger child also can be abusive if there is a significant disparity in age, development, or size, rendering the young child incapable of giving informed consent. The sexually abusive acts may include sexual penetration, sexual touching, or noncontact sexual acts such as exposure or voyeurism (Berliner & Elliot, 2002:55).

Goodyear-Brown, Fath and Myers (2012:4) define sexual abuse as the employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct; or the rape, and in cases of caretaker or inter-familial relationships, statutory rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with children. Quinn (2010:229) is of opinion that child sexual abuse is usually defined as contact sexual abuse or noncontact sexual abuse. Contact sexual abuse involves touching of the sexual areas of either the child's body or the perpetrators body. Noncontact sexual abuse may include exhibitionism, voyeurism or the child's involvement in the production of pornography.

Gilbert, Widom, Brown, Fergusson, Webb and Janson (2009:69) mention that sexual abuse is also penetration: between mouth, penis, vulva or anus of the child and another individual. Lawrence and Janse van Rensburg (2006:128) define sexual abuse as any action that violates, humiliates, or exploits, or an action that attempts to violate, humiliate or exploit the bodily integrity or dignity of the complainant which has an element of sexual nature. Spies (2006b:269) defines sexual abuse operationally as:

- Any contact or interaction between a child and an adult or someone in a position of authority and control over the child.
- The perpetrators, by design or neglect, abdicate or violate societal responsibilities they have towards the child in favour of their own sexual gratification.
- The contact involves sexual stimulation of a child or the sexual stimulation and gratification of an adult.
- The child, although involved, is not developmentally mature enough to understand the meaning of the sexual interaction.

- Although involved, the child cannot give informed consent.
- Sexual abuse does not belong in any developmental phase of a child.

The Criminal Law (Sexual Offences and Related Matters) Amendment Act, 32/2007) defines a sexual offender as “any person who engages a child (a person under the age of 18) in a sexual act, with or without the consent of the child”. Sexual offences refer to any offence in terms of chapter 2, 3 and sections 55 and 71 (1), (2) and (6) of this act. These include rape, compelled rape, sexual assault, compelled sexual assault and compelled self-sexual assault. The Act further states that a sexual act is defined as an act of sexual penetration or an act of sexual violation.

Sexual penetration is seen as any sexual form of penetration of any extent whatsoever by the genital organ, any body part and/or object by one person into or beyond the genital organs, anus or mouth of another person. Sexual violation includes any act which causes:

- direct or indirect contact between the genital organs, anus or breasts of one person and any part of the body of another person, including any object resembling or presenting the genital organs or anus of a person or animal;
- the mouth of one person and the genital organs, anus, breasts or mouth of another person;
- any other part of the body of another person that could cause sexual arousal or stimulation;
- masturbation of one person by another person;
- insertion of any object resembling or representing the genital organs of a person or animal into or beyond the mouth of another person.

Both contact and non-contact activities that result in the sexual gratification of adults, or a significantly older child or adolescent is considered to be child sexual abuse. Activities that can also be seen as child sexual abuse include touching or fondling of genitals, oral acts involving genitalia, penetration, sexual exploitation of the child for material gain such as child prostitution or pornography, voyeurism, exhibitionism and the exposure to sexually explicit talk or materials. Any act that involves coercion, force, or the threat of force, can also be categorised as sexual abuse. The researcher is of opinion that the sexual abuse of a child is a heinous crime. This includes any sexual act

committed to a child under the age of 18 years. It is a deed by means of which a person with any advance over a child engages that child in any deed for the sexual gratification of the advanced person.

8.2 Indicators of sexual abuse

It is important to emphasize that there is no psychological symptom or behaviour, or set of symptoms or behaviours, observed in all or even a majority of sexually abused children. There is no psychological test that detects sexual abuse (Myers, 2005:376). The research conducted by Murrie, Martindale and Epstein (2009:399) has demonstrated that no behaviour or symptoms (indicators) can accurately identify children that have been sexually abused. Many researchers in the area of child sexual abuse such as Poole and Wolfe (2009:121) have sought to identify reliable indicators such as overt behaviours, increased trauma symptoms, moodiness, nightmares and regressive behaviours. Many children who are sexually abused show no behaviours that alarm or alert adults, so the absence of behavioural change cannot be taken as evidence that abuse has not occurred.

Goodyear-Brown, Fath and Myers (2012:8) state that behaviour is a child's primary form of communication. When children do not have the words or ability to verbally communicate trauma they begin to "act out," have psychosomatic symptoms, or show their trauma through behavioural indicators. Many of the behaviours that may indicate child sexual abuse are also exhibited in non-trauma situations, so all must be noted with caution. Professionals are trained to look for sudden emotional or behavioural changes, sleep disturbances including nightmares, school disturbances including learning difficulties, poor concentration and declining grades, enuresis and encopresis, aggression, social withdrawal, depression and suicidal ideations, eating disturbances, anxiety and sexual behaviours. Any of these behaviours, taken on their own, might have any number of causes. The presence of several indicators in the absence of other explanations is cause for further assessment.

One of the most important findings from the past several decades of research addressing the effects of child sexual abuse is that no single sign or symptom, including aberrant sexualized behaviour, characterizes the majority of sexually abused children. The array of symptoms exhibited by sexually abused children is also demonstrated by other types of maltreated and traumatised children, while a substantial percentage of sexually abused children (21% to 49%) are found to be asymptomatic (Gurley, Kuehnle

& Kirkpatrick, 2009:129). The researcher experienced in practice that the community are wary of children that “act out” and in their opinion these children thus display sexual abuse-like behaviour, and these lay people are eager to label such a child as having been sexually abused. The community usually demands action from law enforcement agencies in such cases. The professional investigating this kind of case should take caution while interviewing the child to take a natural objective stance and to not be swept up in the emotions of the case.

8.3 Impact of sexual abuse on the child victim

Myers (2005:353-354) mentions that sexual abuse has short- and long-term effects. A wide range of psychological and interpersonal problems are more prevalent among those that have been sexually abused than among individuals with no such experiences. Abuse that included a close perpetrator; a high frequency of sexual contact; a long duration; the use of force; and sexual acts that included oral, anal, or vaginal penetration lead to a larger number of symptoms for victims. Fanslow, Robinson, Crengle and Perese (2007:936) state that the experience of child sexual abuse has been linked with a variety of later adverse health and social outcomes, including early onset consensual sexual activity, pregnancy prior to age 18, multiple sexual partners, unprotected intercourse, sexually transmitted disease and sexual assault after the age of 16. Child sexual abuse is also associated with later psychiatric adjustment problems and an increased risk of eating disorders, drinking problems and sexual problems.

According to Spies (2006a:44-45), sexual abuse does not fit into the developmental phase of any child. All sexual abuse is in one way or another damaging, and the trauma does not end when the abuse stops. Berliner and Elliott (2002:59) state that the effects of sexual abuse on child victims are: 1) *Emotional distress and dysfunction*. Most studies find that they have more depressive symptoms and more anxiety or lower self-esteem than non-abused comparison children. 2) *Post-trauma effects*. Sexually abused children appear more likely than other maltreated children to receive the diagnosis of PTSD. 3) *Behavioural problems*. Sexually abused children are reported by their parents to have more behavioural problems than do non-abused children. 4) *Interpersonal consequences*. Sexually abused children tend to be less socially competent than non-abused children. 5) *Cognitive difficulties and distortions*. Cognitive functioning may be affected by sexual abuse experiences. 6) *Course of*

symptoms. In some cases, even with intervention, many children continue to have significant symptomatology.

Kendall-Tackett (2012:49-62) states that childhood sexual abuse can impact the health of adult survivors; men and women who have experienced childhood sexual abuse often have poorer health. Child sexual abuse victims have high rates of depression, anxiety disorders and PTSD. Berliner (2011:221) mentions that research conducted over the past 3 decades indicates that a wide range of psychological, health and interpersonal problems are more prevalent among those who have been sexually abused in childhood than those who have not had such experiences. Sexual abuse during childhood is a significant risk factor for problems in adolescence. Not all children exposed to sexual abuse develop detectable negative effects.

During 12 years' experience in the forensic social work field the researcher witnessed the devastating impact child sexual abuse has on the lives of children. Many children assessed by the researcher were, later on, re-victimised and developed emotional problems, experienced problems in adolescence such as unplanned pregnancies, gender confusion and "acting out" behaviour, and as adults they made themselves guilty of substance abuse and experienced sexual problems. The consequences of childhood sexual abuse seen in practice are too many to discuss in the scope of this research study.

8.4 Importance of child development

Literature regarding important developmental aspects of children is subsequently discussed as well as the understanding of implications of child development in the courtroom. The researcher is of opinion that trained forensic social workers would recognise children's inconsistencies in the courtroom, which can be attributed to developmental limitations. These trained forensic social workers will therefore be able to explain this in court.

Müller (2003:4) mentions that knowledge of child development is not to provide detailed information on child development, but rather to focus on those areas that create particular misunderstandings in the courtroom. Fouché (2007:111) maintains that in order to determine children's ability to provide information on the events they have experienced, it is necessary for the investigator to have a basic understanding of the developmental milestones, as well as the general characteristics of the applicable period. The researcher is of opinion that during forensic investigations not all

developmental milestones can be accounted for by assessing the child. Young children are involved in these court cases; they have limited knowledge of their own pre-verbal development. Hence it is important for the investigator to conduct an interview with the parent or caretaker and to request them to complete a questionnaire on the child's developmental milestones.

Burrows and Powell (2014:229) state that insufficient evidence obtained from child witnesses is, in part, due to the fact that disclosing and remembering abuse is a complex process. Recollecting abuse is determined by a wide range of factors including the physical, mental, and emotional state of the child at the time of the event and the interview; the nature of the event being recalled and the child's involvement in it. In particular, the child's social skills and linguistic and cognitive capacity have a large impact on the ability to understand questions, remember details, and provide reliable answers.

8.4.1 Cognitive development

Berk (2003:50) mentions that cognitive development is the development of a wide variety of thought processes and intellectual abilities, including attention, memory, academic and everyday knowledge, problem solving, imagination, creativity and the uniquely human capacity to represent the world through language. Cognition refers to the inner processes and products of the mind, which leads to "knowing," includes all mental activity-attending, remembering, symbolizing, categorizing, planning, reasoning, problem solving, creating, and fantasizing (Berk, 2013:225).

An understanding of cognitive development in the forensic field is according to the researcher important in order to recognize and explain the inconsistencies and confusions that arise in children's reports. The assessment of the cognitive development of a child is based on the assumption that children show similar mental, emotional and social abilities and that they undergo similar changes in capacity at similar ages. Müller (2003:2) states that cognisance needs to be taken of the fact that children differ dramatically from adults with respect to cognitive development.

Müller (2003:4) explains that children under the age of 10 are said to be in the egocentric stage of development in that they are unable to separate their own perspective from that of others. This means that in the courtroom the child will be unable to explain how others view the same situation or what others are thinking or

feeling. These age group children also think in a way that has been described as syncretic, which means that they tend to fuse separate events into one event. This has the implication that children may incorporate aspects of various incidents of abuse into one incident. Therefore, a child, who has been abused on a number of occasions, will not be able to distinguish between the various occasions and will combine aspects from various incidents.

Children under 10 have great difficulty dealing with abstract concepts. They are in a concrete stage of development and will interpret questions literally. This also means that children will have great difficulty explaining their own thinking or answering “Why” and hypothetical questions. By asking children questions they are developmentally unable to answer, we are compromising their credibility in the eyes of the court. Another developmental problem experienced by children in the courtroom involves what is known as centration. Centration takes place when children focus on certain aspects of a situation to the exclusion of other aspects. This is particularly relevant in the courtroom where young children are frequently attacked under cross-examination “for remembering only what they want to” (Müller, 2003:4-5).

Berk (2013:19) states that the individual that has influenced the contemporary field of child development more than any other is the Swiss cognitive theorist Jean Piaget. According to his cognitive-developmental theory, children actively construct knowledge as they manipulate and explore their world. Piaget believed that children move through four stages of development, sensorimotor, pre-operational, concrete operational and formal operational, during which the exploratory behaviours of infants transform into the abstract, logical intelligence of adolescence and adulthood (Berk, 2003:219). The following table gives a brief description of each phase of Piaget’s cognitive theory and what each phase entails.

Table B1.1: Piaget’s Stages of Cognitive Development

STAGE	PERIOD OF DEVELOPMENT	DESCRIPTION
Sensorimotor	Birth – 2 years	Infants “think” by acting on the world with their eyes, ears, hands and mouth. As a result, they invent ways of solving sensorimotor problems,

		such as pulling a lever to hear the sound of a music box, finding hidden toys, and putting objects in and taking them out of containers.
Preoperational	2 – 7 years	Preschool children use symbols to represent their earlier sensorimotor discoveries. Development of language and make-believe play takes place. However, thinking lacks the logic found in the two remaining stages.
Concrete operational	7 – 11 years	Children's reasoning becomes logical. School-age children understand that a certain amount of lemonade or play dough remains the same even after its appearance changes. They also organize objects into hierarchies of classes and subclasses. However, thinking falls short of adult intelligence. It is not yet abstract.
Formal operational	11 years and older	The capacity for abstraction permits adolescents to reason with symbols that do not refer to objects in the real world, as in advanced mathematics. They also think of all possible outcomes in a scientific problem, not just the most obvious ones.

Berk (2013:20)

As indicated by the table above, the child in the sensorimotor cognitive developmental phase uses his senses and motor abilities to communicate with the world around him and how to understand it. The child in the pre-operational phase uses symbolic thinking and language to communicate with the world. The thoughts of the child in this phase are still illogical. The children in the concrete operational thoughts are more logical, but still concrete. The child in the formal operational phase can think more abstract and can form hypotheses. The role of the forensic social worker will be to assist the court in understanding the implications of child development in the courtroom – to recognise

children's inconsistencies which are based on developmental limitations and to explain this in court.

8.4.2 Socio-Emotional development of the child

Berk (2003:5) states that emotional and social development is the development of emotional communication, self-understanding, ability to manage one's feelings, knowledge about other people, interpersonal skills, friendships, intimate relationships and moral reasoning and behaviour. Erik Erikson emphasizes the psychosocial outcome of development, according to him at each psychosocial stage; a major psychological conflict is resolved. If the outcome is positive, individuals acquire attitudes and skills that permit them to contribute constructively to society (Berk, 2003:17). The following table gives a brief description of each stage of Erikson's theory and what each phase entails.

Table B1.2: Erikson's Psychosocial Stages, with Corresponding Psychosexual Stages Indicated

PSYCHOSOCIAL STAGE	PERIOD OF DEVELOPMENT	DESCRIPTION
Basic trust versus mistrust (Oral)	Birth – 1 year	From warm, responsive care, infants gain a sense of trust, or confidence, that the world is good. Mistrust occurs when infants have to wait too long for comfort and are handled harshly.
Autonomy versus shame and doubt (Anal)	1 – 3 years	Using new mental and motor skills, children want to choose and decide for themselves. Autonomy is fostered when parents permit reasonable free choice and do not force or shame the child.
Initiative versus guilt (Phallic)	3 – 6 years	Through make-believe play, children experiment with the kind of person they can become. Initiative – a sense of ambition and responsibility – develops when parents

		support their child's new sense of purpose. The danger is that parents will demand too much self-control, meaning too much guilt.
Industry versus inferiority (Latency)	6 - 11 years	At school, children develop the capacity to work and cooperate with others. Inferiority develops when negative experiences at home, at school, or with peers lead to feelings of incompetence.
Identity versus identity confusion (Genital)	Adolescence	The adolescent tries to answer the question: Who am I, and what is my place in society? Self-chosen values and vocational goals lead to a lasting personal identity. The negative outcome is confusion about future adult roles.
Intimacy versus isolation	Young adulthood	Young people work on establishing intimate ties to others. Because of earlier disappointments, some individuals cannot form close relationships and remain isolated.
Generativity versus stagnation	Middle adulthood	Generativity means giving to the next generation through child rearing, caring for other people, or productive work. The person who fails in these ways feels an absence of meaningful accomplishment.
Integrity versus despair	Old age	In this final stage, individuals reflect on the kind of person they have been. Integrity results from feeling that life was worth living as it happened. Old people who are dissatisfied with their lives fear death.

Berk (2013:16)

When conducting an assessment with the sexually abused child, an understanding of the socio-emotional development in children is also necessary as the researcher found in practice that sexual abuse may influence the normal development of the child.

8.4.3 Language development

The researcher is of opinion that knowledge of a child's language development is essential to fully comprehend the child's verbal statement. For the interviewer to use language the child can understand is equally essential. During a forensic interview, the professional person relies on the verbal statement of the child to gain information regarding the alleged sexual abuse. Müller and Hollely (2009:163) explain that in order to participate in the legal process, the child must be able to communicate in a manner which adult listeners can understand. According to Müller (2003:5), children are questioned as if they were adults. This leads to misunderstandings, avoidable errors, children's credibility being undermined and their statements being contaminated. Walker (2002:158) mentions that there are significant differences in language comprehension and usage between children and adults.

Louw (2005:19) accentuates that the interviewer must have a grounded knowledge base of the child's level of language development to be capable of obtaining optimal information. Louw (2005:27) further states that children are occasionally forensically interviewed in a language that is too complex and too abstract for them to understand. It is therefore important for forensic investigators to familiarise themselves with children's language development in order to protect the child and serve in the child's best interest. According to the American Professional Society on the Abuse of Children's (APSAC) practice guidelines (2012:22), young children are concrete, egocentric and make idiosyncratic use of language. Simply because a child uses a word does not mean that he or she knows what the word means. Language is acquired gradually and unevenly; therefore interviewers need to listen carefully, and to clarify children's meaning and understanding of words throughout the interview. The interviewer's language should fit that of the child.

8.5 Determine the child's competency to testify

In the researcher's experience, the court is one of the major referral agents to the office of the forensic social worker. In the majority of cases prosecutors mandate the forensic social worker to determine the child's competency to testify. Myers (2005:76) holds that to testify, a child must possess, sufficient intelligence, adequate memory, the capacity to

observe, the ability to communicate, the awareness of the difference between truth and falsehood and an appreciation of the obligation to tell the truth in court. A child of any age that possesses these characteristics may testify. There is no minimum age below which children are automatically disqualified as witnesses.

To testify, a child must understand the difference between truth and falsehood. The child need not comprehend the finer points of truth and lies. Nor must he/she understand the concept of perjury. The child may articulate the necessary understanding in childlike terms. The fact that the child makes mistakes does not render the child incompetent. By age three or four, most children grasp the distinction between truth and falsehood well enough to testify (Myers, 2005:94-95). Faller (2015:43) mention that one strategy intended to assure children tell the truth is to have a discussion of the truth and lie during the ground rules part of the interview. When conducting an assessment to determine the child victim's competency to testify the researcher ascertains whether child can differentiate between the truth and a lie and between right and wrong, also whether the child understands what a lie is and whether he knows what the truth is. Whether the child victim understands the consequences of telling the truth and a lie is also explored by the researcher during such interviewing. The researcher will ask the child victim to commit himself to talking the truth during the forensic interview.

8.6 Normal sexual behaviour of children

It is important for the forensic social worker to possess knowledge of normal sexual behaviour of children; children's behaviour can sometimes be wrongfully interpreted as normal sexual behaviour but might be an indicator of possible sexual abuse. Normative sexual play is usually spontaneous, is mutual, and includes pleasure along with embarrassment (Quinn, 2010:230).

A range of sexual behaviours is demonstrated by children within the general population, including (a) penile and clitoral erections by fetuses in utero; (b) masturbation to orgasm by children 6 months of age and older; (c) massaging their genitals and rubbing bodies against objects by infants and toddlers; (d) comparing their body to others' bodies and touching other children's bodies by pre-schoolers; and school-age children playing games that involve sexual exposure. Pre-schoolers inserting anything into another child or engaging in oral-genital contact is rarely observed. Prepubescent

children, identified as absent a history of sexual abuse, engage in a wide range of sexual behaviours with peers. Prior to age 12, these behaviours rarely (less than 5%) involve more intrusive sexual acts (oral/genital contact, penetration during mutual masturbation, vaginal penetration, or anal penetration). Children of all ages are likely to repeat sexual behaviours because the intimacy, arousal, orgasm, and tension reduction are reinforcing (Gurley, Kuehnle & Kirkpatrick, 2009:130).

It is therefore important, as the researcher sees it, that the forensic social worker must have knowledge of normal sexual behaviour of children, as abnormal sexual behaviour might be indicative of sexual abuse or other forms of emotional problems. Knowledge of abnormal sexual behaviour can also be assistive in identifying abnormal sexual behaviour in children, which was otherwise regarded as normal sexual behaviour.

8.7 Attachment and trauma

Attachment is the strong affectional tie we have with special people in our lives that leads us to feel pleasure when we interact with them and to be comforted by their nearness during times of stress (Berk, 2003:417). Hart, Brassard, Davidson, Rivelis, Diaz and Binggeli (2011:133) state that the human infant enters the world programmed with a set of behaviours designed to elicit appropriate caregiving. The development of attachment with a primary caregiver(s) is a vitally important task during the infant/toddler period. The quality of that attachment has profound implications for emotional health and interpersonal functioning. A secure attachment with a responsive caretaker provides a “secure base” for the infant to explore the environment. Secure attachment facilitates a sense of trust and helps the young child achieve autonomy. Children experiencing maltreatment are disproportionately classified as anxiously attached or as experiencing disorganized attachment.

Erickson and Egeland (2011:111-118) mention, regarding the attachment theory, that it proposes that the infant’s relationships with primary caregivers are the prototypes for subsequent relationships. One consequence of child maltreatment in general is the development of an insecure attachment between parent and child. With a foundation of trust and security, children venture out with confidence and enthusiasm, using their attachment figures as a secure base from which to explore and learn about the world around them. Securely attached children also regulate their emotions more effectively

and are more likely to enter into cooperative, caring relationships with other adults and children than children who do not have the firm foundation of a secure attachment.

When parents are inconsistent, unresponsive, and/or insensitive to their children they learn that they cannot count on their parents for care and support. Furthermore, these children feel powerless to solicit the care they need, and they develop an insecure (also called “anxious) attachment. Insecure children may manifest their anxiety in one of two patterns: avoidance or resistance and ambivalence. Avoidantly attached children that experience chronic unresponsiveness from their parents, develop behaviour problems. Resistant (or ambivalently) attached children that have experienced erratic, unpredictable care tend to be overly dependent and lack confidence. Some parents and children’s interactions are so inconsistent, unresponsive, or abusive that a disorganized type of attachment develops (Erickson & Egeland, 2011:112).

Harris, Goodman, Augusti, Chae and Alley (2009:193-194) state that stressful and threatening situations are likely to activate children’s attachment system – that is, motivate them to seek comfort and protection from their primary care providers. How parents respond to distressed children is predicted by parents’ own attachment status. Researchers have found that parents’ capacity for fostering secure attachment (e.g. indicated by being comfortable with intimacy, emotionally supportive of their children and willing to discuss and help sooth negative emotions) is associated with children’s resistance to false suggestions. Parental security predicts children’s accurate recall of stressful events. From the researchers’ experience in the field of forensic social work the assumption is made that sexual abuse is more likely to be detected in an insecure attachment. If the child struggles to disclose sexual abuse information because of an insecure attachment the researcher believes that involving the child and his/her primary caregiver in bonding therapy might assist the child in disclosing stressful events such as sexual abuse. Establishing a more secure attachment through therapy might aid the disclosure process.

8.8 Children’s suggestibility

Myers (2005:21) mentions that suggestibility refers to the susceptibility of memory to distortion or error. Harris, Goodman, Augusti, Chae and Alley (2009:181-182) assert that many children show remarkable resistance to false suggestions. Legal and mental health professionals, scientists and laypersons sometimes lose sight of that fact, given

the strong attention currently devoted to children's suggestibility and the great concern often expressed about false reports. Many children under varied circumstances remain accurate even in the face of misinformation. As noted by child witness researchers Harris, Goodman, Augusti, Chae and Alley (2009:181-182), suggestive interviews do not necessarily lead children to make false reports. Scientists have examined a wide range of child factors related to resisting suggestions. These differences include cognitive and demographic factors (e.g. intelligence, executive function, socioeconomic status, culture and race/ethnicity) and psychosocial factors (e.g. self-concept, attachment and trauma-related psychopathology).

However, Malloy and Quas (2009:267-268) mention that children can be led to report entirely false events, including sexual abuse. Yet, children's reports can also be highly accurate and children can provide key information necessary to identify a perpetrator or solve a crime. Over the years, several factors have emerged as consistently predicting children's accuracy in eyewitness contexts. Most noteworthy of these are the child's age, the types of questions asked and the general context of the interview.

Hritz, Royer, Helm, Burd, Ojeda and Ceci (2015:3) mention that during the investigation and prosecution of child abuse cases, children are often the key witness to alleged crimes. In particular, their verbal testimony may be the only evidence of abuse that is presented in court as physical evidence of abuse is often limited or non-existent. However, prior research has shown that children's testimony may be inaccurate due to a susceptibility to false memory, in particular false memory resulting from suggestion. Because the child's testimony is so important and may be the only evidence of the alleged abuse, the quality of this evidence must be protected from contamination by suggestive interviewing. Proper interviewing techniques must be utilised to safeguard children's testimony from the effect of misinformation and suggestibility.

It is the researcher's opinion that children's suggestible tendencies could pose as a huge obstacle during the forensic interview with the child victim. Leading and suggestive questions should be avoided at all times. The forensic social worker should therefore be aware of children's suggestibility and trained in ways to question child victims in a manner which will withstand legal scrutiny.

8.9 Memory of the child

Yarbrough, Hervé and Harms (2013:62) mention that in many cases, particularly in child sexual abuse contexts, the victim's memory is often the only evidence that an alleged crime has been committed. Therefore the importance of understanding how memory works cannot be overestimated. The three main phases or stages of the memory system are encoding, storage and retrieval. The first phase of the memory system is called *encoding*; which is how information initially comes into the memory system (what gets attended to, how it gets represented in memory). There is great selectivity in what gets encoded; it is impossible to attend to everything in an event, and as a result individuals generally attend only to certain aspects of an event and ignore other aspects. There are salient developmental differences in the efficiency of the encoding process, with younger children encoding less information than older ones (Klemfuss & Ceci, 2009:155).

In the second phase of the memory system called *storage*; some of the encoded information gets into a short-term store. Information stays for only a few seconds in short-term memory, and not all memories in short-term storage survive its limited capacity. Those that do survive enter into long-term memory storage. The passage of time, the number of times the event has been re-experienced (or mentally rehearsed), and the number and types of intervening experiences, can affect the strength and organization of the stored information and determine whether it gets into long-term storage. The failure of a memory trace to enter long-term storage, or the weakening of a memory already in long-term storage, is forgetting (Klemfuss & Ceci, 2009:156).

The final stage in remembering involves the *retrieval* of stored information. Retrieval is seldom perfect. In fact, sometimes the content of the memory system is simply not accessible, even though in principle they are available somewhere in long-term storage. Developmentally, there are processing limitations that make it more difficult for young children to retrieve the contents of their memories. Cognitive as well as social factors influence the irretrievability of stored information. Younger children have a slower retrieval speed. This can create bottlenecks that result in less information being retrieved – even when the relevant information is in storage. Memory retrieval is strongly influenced by context (Klemfuss & Ceci, 2009:157).

In summary, research to date has demonstrated the following about memory development:

- The memory system is not static but is constructive: it elaborates, deletes and shapes its contents.
- Not everything that is “out there” impinging on our senses actually gets encoded. Not everything that gets encoded makes it into storage. What does get stored rarely remains in the same state at which it arrived. That subset that gets encoded and stored in long-term memory, is not all retrievable.

Young children are at a greater risk of forgetting, failing to retrieve and having their original encodings altered because of limitations in processing speed and attention (Klemfuss & Ceci, 2009:158).

Greenhoot and Tsethlikai (2009:204) mention that traumatic experiences are processed in a fundamentally different manner from ordinary events. The degree of psychological trauma experienced is positively related to forgetting. Unconscious representations of traumatic events are retained in the absence of verbally accessible memories. Unconscious traumatic memories can be recovered given proper triggers (e.g. contextual cues) (Paz-Alonso, Ogle & Goodman, 2013:148). It is the researcher's opinion that child victims cannot be dealt with in the same fashion as an adult victim during an interview process. The small child's cognitive and language abilities are still developing. The information the forensic social worker is looking for to build a case for court may be in the child's memories, but the child is still developing skills in retrieving it, and reporting it in a way the professional conducting the interview can understand.

8.9.1 Impact of sexual abuse on the developing brain

Evidence from neurobiology and epidemiology research suggests that early life adverse experiences cause long-term changes in multiple brain systems. Increasing frequencies of early adverse childhood experiences in a child's life were highly correlated with enduring brain dysfunction and were also linked to deleterious effects on health and quality of life. Sexual abuse is a traumatic childhood experience comprising a large complex web of child maltreatment contributory to long-term dysfunctional emotional, behavioural, cognitive, social and physical development and health outcomes (Gaskill & Perry, 2012:30).

For millions of abused and neglected children, their maladaptive and traumatic experiences have profoundly altered their brain development. The traumatic experiences have created a new, but less functional, less flexible state of equilibrium. Children living in chaos, neglect, abuse, or threat lack the opportunity of developing the fundamental experiences required to express their full potential for self-regulation, relationships, communication or thinking. They become poorly socialised and at risk for profound and lasting emotional, behavioural, social, cognitive and physical health problems (Gaskill & Perry, 2012:37).

Cassimjee (2003:123) confirms that the limbic system is a collection of subcortical structures, which include the hippocampus, septal nuclei and the amygdala. Goodyear-Brown (2010:29) explains that the amygdala is implicated in the fight-or-flight response and serves as the doorkeeper of somatosensory memories related to heightened emotional experience. The amygdala, along with other mediating structures of the limbic system, encodes the sense memories related to intense experiences, pleasant or unpleasant, but is specialised to detect high-arousal negative stimuli. The amygdala is made to encode sensory data related to overwhelming, endangering events. Goodyear-Brown (2010:29) states that sensory information is typically received through the thalamus and then sent to the neo-cortex for meaning making. However, when the incoming sensory information has indicators associated with imminent danger, the thinking brain is bypassed and information is sent directly to the centres of the brain that activate the flight, fight or freeze response. This means the neo-cortex was bypassed (Cassimjee, 2003:123).

The limbic system has a myriad of afferent and efferent connections to the neo-cortex. These connections provide a link between complex behaviour coordinated by the cortex and their instinctual, primitive counterparts generated by the sub-cortex. The amygdala provides the affective connotations to our experiences and behaviour, and is involved in aggressive and rage episodes. The hippocampus is used initially to encode and retain declarative or conscious memory. Relay stations such as the lateral geniculate body (vision) and the medial geniculate body (auditory) contain the principle structures, the thalamus and the hypothalamus (Cassimjee, 2003:123).

The circulatory and neural input of the hypothalamus enables it to integrate information concerning the internal state of the organism and generates adaptive responses. Moreover, its connections with the limbic system allow for appropriate instinctual motor

output, and its pathways to the reticular formation influences arousal mechanisms. The thalamus, on the other hand, plays an important part as a relay station for all information advancing from the lower brainstem and central nervous system to the cortex (motor control, motivation and attention). The thalamic nuclei involved in information processing include the lateral geniculate (relay of visual information to the occipital lobe), medial geniculate (relay of auditory information to the temporal cortex), and the ventrobasal complex (relay of somatosensory information to the parietal lobe) (Cassimjee, 2003:123). The researcher holds that training on how trauma affects general development, behaviour and especially brain development of children should be required for all forensic social workers. The impact of trauma on the brain also influences the child's ability to verbally recall and communicate his/her traumatic experience.

8.10 Process of disclosure

Many victims of rape and sexual assault never disclose. Among children there are powerful reasons for delaying to report and to be inconsistent. Many children are threatened to maintain silence. Some children are too embarrassed to tell. Observational research demonstrates that a substantial proportion of abused children either delay reporting or fail to report their abuse. Many abused children disclose their abuse gradually, and each telling is a little different. The child may reveal additional details over time. Some abused children recant altogether, and some recant their recantation (Myers, 2005:360).

Lyon and Ahern (2011:233) explain that research supports the proposition that child sexual abuse victims often delay disclosure or fail altogether to disclose abuse and that delays and nondisclosure are most common among children abused by a familiar person, especially a family member living in the child's household. The implications of the research are that inconsistencies and recantations in children's reports may be due to reluctance rather than a false allegation. Goodyear-Brown, Fath and Myers (2012:6-7) state that much like other aspects of child sexual abuse, the disclosure process is not often neat, concise, and orderly. To the contrary, it is more likely to be messy, convoluted and peppered with ambiguity. There are multiple factors that influence a victim's decision to disclose abuse.

Spies (2006a:48) posits that the people towards whom the sexual abuse allegation is disclosed have a responsibility to believe the child. If the confidantes of the disclosed information communicate understanding and support in words and actions, children will feel more comfortable about revealing their problem. Children who disclose sexual abuse may at times alter their initial accusation due to one or more of the following reasons:

- They may have been threatened after disclosing the abuse.
- They are embarrassed by the abuse.
- They feel responsible for the abuse.

The process of disclosure can be affected by various factors inherent in the child or imposed by the child's environment:

- Being a child/the age of the child
- The child's view of the world
- Believing the abuser's threats, and fear of the consequences
- Protecting the family system
- Attachment to the abuser
- Fear of rejection
- Feelings of helplessness
- Obedience or lack of power
- Not knowing how or with whom to share (Spies, 2006a:48).

The researcher believes that the disclosure process could take different forms. Many issues prevent the child victim from reporting abuse and in practice the researcher experienced that disclosure may take years and the child victim may even recant his/her statement. Explaining the process of disclosure and delayed reporting can be a challenging task in court. A thorough understanding of disclosure is therefore needed to testify on this topic and for this reason should be included in a training programme for forensic social workers.

8.11 The sexual offender

Bogaerts, Declercq, Vanheule and Palmans (2005:48) mention that there is general agreement that a child molester is a person whose sexual desire is directed at children, usually of pre-pubertal or early pubertal age. So-called paedophiles and other child molesters can be differentiated from one another. One can also distinguish between the intimate, aggressive, and criminal-opportunistic child offender. Another distinction commonly drawn differentiates between situational or regressed and preferential or fixated child molesters. Further distinctions can be drawn between intra-familial and extra-familial child molesters as well as on the basis of a presence or absence of preference for the gender of the child.

Sex offenders are heterogeneous, with few shared characteristics apart from a predilection for deviant sexual behaviour. There is no psychological test that validly detects persons who have or will sexually abuse children. Hence it is appropriate to conclude that there is no profile of a “typical” child molester (Myers, 2005:455). There is considerable variation both in the ways sexual offences against children are perpetrated and in the characteristics of the perpetrators themselves. Smallbone and Wortley (2001:1-2) further found in their research that:

- (a) Sexual offenders usually begin offending in adolescence (early onset);
- (b) They are likely to have committed many more sexual offences that never become officially known; and
- (c) They are likely to experience a broad range of sexually deviant interests and urges (multiple paraphilia’s).

Child sexual abuse overwhelmingly involves perpetrators who are related to or known to the victim. The strategies employed by offenders to gain the compliance of children more often involve giving gifts, lavishing attention and attempting to form emotional bonds than making threats or engaging in physical coercion. Many sexual encounters with children were preceded by some form of non-sexual physical contact. There are relatively few cases where other forms of violence were part of the sexual abuse. Perpetrators of child sexual abuse are three times more likely to abuse female than male children. Child sexual offenders do not necessarily form a distinct offender category (Smallbone & Wortley, 2001:5). Ward (2000:491) commented on the distorted way in which sexual offenders describe and justify their offending behaviour. Children

may be depicted as being sexually provocative and as having benefited from the experience of sexual abuse. Blaming the victim, justifying offending, or excusing sexually abusive behaviour, are all examples of cognitive distortions, and constitute inaccurate and self-serving interpretation of offense situations.

It is the opinion of the researcher that training should include information on the child sexual offender to understand what drives them to commit such acts. In some cases it might be necessary for the forensic social worker to interview the alleged perpetrator; therefore the professional should be empowered with knowledge in this regard.

8.12 Grooming in child sexual abuse cases

Quinn (2010:230) is of opinion that the goal of grooming is to lower inhibitions of possible victims in order to exploit them sexually. Welner (2013:1) states that grooming is the process by which an offender draws a victim into a sexual relationship and maintains that relationship in secrecy. The shrouding of the relationship is an essential feature of grooming. The offender may groom the parents by persuading them of his or her trustworthiness with children. The process of grooming may last months or even years to break through a child's defences and increase the child's acceptance of physical contact. The grooming sex offender works on separating the victim from peers, typically by engendering in the child a sense that he/she is special to the child and giving a kind of needed love. It's best to think of the grooming by sex offenders as a gradual, calculated process that ensnares children into a world in which they are ultimately a willing part of the sex abuse. Welner (2013:1) explains further the six stages that can lead to sexual abuse.

Stage 1: Targeting the victim

The offender targets a victim by sizing up the child's vulnerability and looking for emotional neediness, isolation and low self-confidence. Children with less parental oversight and attention are more desirable prey.

Stage 2: Gaining the victims trust

Offenders watch and get to know their victims and their needs, as well as how to fulfil them. The predator may introduce secrecy to build trust with the child and distance the child from his or her parents, such as allowing the child to do something the parents would not approve of.

Stage 3: Filling a need

Once the predator learns to fill the child's needs with gifts, affection, or attention, they take on a more important role in the child's life.

Stage 4: Isolating the child

The grooming sex offender uses the developing special relationship with the child to create situations in which they are alone together. This isolation further reinforces a special connection. A special relationship can be even more reinforced when an offender cultivates a sense in the child that he is loved or appreciated in a way that others, not even parents, provide. Parents may unwittingly feed into this through their own appreciation for the unique relationship.

Stage 5: Sexualizing the relationship

At a stage of sufficient emotional dependence and trust, the offender progressively sexualizes the relationship. Desensitization occurs through talking, pictures, even creating situations (like going swimming) in which both offender and victim are naked. At that point, the adult exploits a child's natural curiosity, using feelings of stimulation to advance the sexuality of the relationship. When teaching a child, the grooming sex offender has the opportunity of shaping the child's sexual preferences and can manipulate what a child finds exciting and extend the relationship in this way. The child comes to see himself as a more sexual being and to define the relationship with the offender in more sexual and special terms.

Stage 6: Maintaining control

Once the sexual abuse occurs, offenders commonly use threats, blame and guilt to enforce secrecy and to maintain the child's continued participation and silence, particularly because the sexual activity may cause the child to withdraw from the relationship. Children in these entangled relationships – and at this point they are indeed entangled – confront threats to blame them, to end the relationship and to end the emotional and material needs they associate with the relationship. The child may feel that the loss of the relationship and the consequences of exposing it will humiliate and render them even more unwanted.

The researcher maintains that knowledge of grooming is necessary in the training of forensic social workers because in some cases it does occur. However, in practice it is evident that grooming is sometimes limited to certain sexual abuse cases. The researcher noticed grooming in interfamilial cases of sexual abuse such as incest or where the perpetrator was known to the child, like such as an extended family member, neighbour or family friend. In cases where sexual abuse of a child had occurred once on impulse of the perpetrator, grooming of the child is seldom noticed.

8.13 Forensic interviewing of sexually abused children

In child sexual abuse cases, skilful forensic interviews are important so as to ensure the protection of innocent individuals and the conviction of perpetrators (Cronch, Viljoen, & Hansen, 2006:195). Child victims of sexual abuse have the right to be interviewed by a professional who has the knowledge (qualifications and appropriate training), skills (ability to communicate with children and to think critically) and attitude (objectivity, interest in working with children) required in this profession (Fouché, 2006:217). De Voe and Faller (2002:6) state that children's communication about sexual experiences with an adult may be the only available evidence of the alleged crime, and the manner in which the interview with the child is conducted is often the most critical component of an investigation into a sexual abuse allegation. Forensic interviewing of children is an investigative process designed to help determine whether abuse has occurred and, if so, to elicit detail in a court-suitable manner.

Earlier in this article reference was made to Kaliski (2006:2). He mentions that the majority of professionals in South Africa conducting assessments on sexually abused children and giving testimony in court do so without the proper qualifications or specialised expertise. Perron and Hiltz (2006:216) point out that interest in forensic interviewing of children has grown substantially over the last ten to fifteen years. This is evidenced by increased empirical research and practice-oriented publications, forensic interviewing training courses, and the development of practice guidelines by APSAC.

Cordisco-Steel (2012:113) propounds that conducting a forensic interview with a child is a complex task that requires knowledge of child development, an appreciation of the needs of criminal and child protection investigations, knowledge of existing research and practice standards, and the implementation of a unique set of skills for eliciting information from a child. Additionally, good forensic interviewers must maintain an open-minded, hypotheses-testing approach while providing non-coercive support to a

child. This burgeoning field calls for continuous dialogue on the most effective ways of integrating emerging information that comes from science and case law into best practice standards in order to provide the most helpful interviews to the children we serve. Suspected sex offences are difficult to investigate and prosecute. In many instances, the only evidence that exists is an account from a complainant and one from a suspect. This means that the way in which these accounts are elicited during an investigative interview is critical (Westera & Kebbell, 2014:1). Naka (2014:107) mentioned that interviews conducted without proper training jeopardizes the validity of the child's testimony.

All children are unique and there is no single correct method for interviewing children. There is no golden standard for investigators to follow (Myers, 2005:43). The researcher is of opinion that although there are many ways of conducting a forensic interview, some basic elements are common to most of them. Elements such as: the introduction phase, rapport building phase, developmental assessment of the child (child's names for different body parts), guidelines for the interview, competency assessment of the child to testify, whether the child knows the difference between a lie and the truth, free-narrative description of the alleged abuse event, clarification and closure of the interview.

According to the APSAC practice guidelines for forensic interviewing in cases of suspected child abuse (2012:3) forensic interviewing is a specialised skill. It is investigative in nature and is used to obtain information to help determine whether abuse has occurred. Forensic interviews are most often conducted by specially trained child forensic interviewers. Because children are often a key source of information about alleged abuse (especially child sexual abuse), it is critical that these interviews be conducted competently. Colwell, Hiscock-Anisman and Fede (2013:271) state that the goals of an interview are (1) to maximize the amount of information obtained, (2) to minimize contamination of memory, (3) to generate statements that can be used in credibility assessment, and (4) to maintain the integrity of the investigative process.

The purpose of the forensic interview is, as set out by Müller (2001:8), to establish the facts of the incident under investigation. There is a need to establish what the witness has seen, heard or experienced so that the evidence can be placed before the court and a decision be made as to the guilt or innocence of the alleged perpetrator. The contents of the interview are used to discover the material truth, to determine whether or

not the alleged incident had taken place. The forensic interview takes place within a legal framework which sets out to afford protection to the accused and consists, therefore, of a number of rules which aim at preserving an accused's rights. The primary focus in the forensic interview is to obtain accurate information that will be used in the criminal process of determining guilt.

Müller (2001:10) states that when conducting an interview with a child witness, the purpose of the interview is to obtain a truthful account from the child in a manner which will serve the best interest of the child while at the same time being legally acceptable. Scheepers (2006:151) agrees with this statement and mentioned that lawyers are not trained in behavioural and social sciences. They should therefore in almost all sexual cases consult with experts such as clinical psychologists and social workers. Faller (2007:3) proposes that all professionals interviewing children on possible sexual abuse need to be familiar themselves with the research, best practice guidelines, and opinion regarding how to interview children on possible sexual abuse.

A great deal of time and attention has been devoted over the last 30 years to improving forensic interviews with children regarding suspected abuse. It is now known that using open-ended prompts to elicit free recall narrative responses is critical in order to maximize reliable information from children. This is especially true with young children who are more likely to respond with inaccurate information to direct and focused recognition prompts. Interviewers should be as knowledgeable as possible about available options, should regularly seek review of their work, and should strive to incorporate evidence-based best practice techniques in their interviews so that children's voices are heard. As research continues and our experience grows, we will continue to learn more about how to do a better job of protecting children and holding offenders accountable (Toth, 2011:6).

The researcher is convinced that forensic interviewing is a crucial tool in the assessment process. The forensic interview is often the only way by means of which the court can learn enough about the alleged sexual abuse to make a fact-based decision of whether or not child sexual abuse has occurred. The researcher believes that because forensic interviews play such an important role in assessments of sexual abuse of children, forensic social workers need to be trained in how these interviews are conducted. A starting point would be to next discuss the choice of interview protocols for forensic interviewing.

8.14 Choice of interview protocol

A protocol is described by the Concise Oxford Dictionary (2014:947) as “the accepted or established code of procedure or behaviour in any group, organization, or situation”. In a forensic interview, a protocol can thus be seen as an accepted or established procedure to conduct evidence-based interviews with children that have allegedly been exposed to sexual abuse. A protocol provides guidance and structure to investigators on how to remain impartial while collecting information that may either corroborate or refute the suspicion of abuse (La Raque, De, Matthia & Low, 2006:1142).

Munson (2011:45) describes a protocol as a plan for carrying out an intervention process. Protocols vary widely in their sophistication and empirical basis. Some have extensive manuals and other can be a single-page document. In a review of the protocols for forensic child abuse evaluations, Munson (2011:45) identified 21 protocols in this area. In South Africa a child must testify irrespective of the statement taken by the South African Police Service or assessment reports from professionals. It is thus imperative that the professional conducting either the initial investigative interview, or the assessment interview, follows a legally sound protocol to ensure that not only is the child’s statement not “contaminated”, but that the process is also fair towards the alleged offender (Fouché & Joubert, 2009:42).

Most child interview protocols are designed to include phases. Many protocols include an information-gathering interview with the alleged non-offending caregiver performed by a representative of a multidisciplinary team, followed by a session with the child that includes rapport building, development assessment, various techniques for focussing and clarification regarding the allegations or suspicious factors and closure (Carnes, Nelson-Gardell, Wilson & Orgassa, 2001:231). Brown and Lamb (2009:301) state that several approaches to conducting forensic interviews with children have been developed, with considerable recent interest in structured interview protocols. The benefits of more structured techniques or protocols are twofold: First, they operationalize guidelines, thus helping to bridge the gap between theory and practice. Second, they help children recall and report their experiences by addressing their memorial and communicative skill deficits.

The development of interview protocols has certainly helped forensic interviewers to conduct developmentally appropriate interviews with children. Whereas the theoretical knowledge acquired in most training does not get translated into improved practices,

only use of the structured National Institutes of Child Health and Human Development Investigative Interview Protocol (NICHD protocol), which operationalized guidelines and recommended practices, has repeatedly been shown to improve the quality of interviewing (Brown & Lamb, 2009:307). In their field studies in a range of countries Brown, Lamb, Lewis, Pipe, Orbach and Wolfman (2013:368) found that interviewers trained to use the NICHD investigative interview protocol are more likely to follow best practice recommendations than they were before.

Anderson, Anderson and Gilgun (2014:618) mention in their research that the NICHD investigative interview is the most widely researched protocol. Offering a highly structured format, the NICHD protocol outlines steps and carefully worded questions for forensic interview professionals to follow through several phases, including the introductory phase, the rapport building phase, training in episodic memory, and substantive phases of the interview. The research suggests that use of the protocol results in more open-ended questioning, therefore increasing the details provided by children both during rapport and in the substantive phase of the interview.

The NICHD protocol places particular emphasis on child directed interviewing and on limiting the extent to which interviewers influence children's responses. It guides interviewers to make extensive use of open recall-based prompts, such as invitations, to obtain uncontaminated information in the child's own words. Such prompts invite narrative, multiword rather than brief responses and, elicit more details per prompt compared to the more focused prompts, such as directive questions, that are commonly recommended in interviewing guidelines as well (Brown *et al.*, 2013:377). The researcher is of opinion that before a forensic social worker can make an informed decision about which protocol to follow, knowledge of the holistic development of children is extremely important. This will guide the professional doing the assessment in conducting developmentally sensitive investigations with the child victim and in choosing a legally sound forensic protocol to work from.

8.15 Types of questions

Müller and Hollely (2009:36) point out that the questioning of a child witness is a much specialised task. According to the APSAC practice guidelines (2012:11), interviewers should utilise questioning techniques most likely to enhance the production of reliable information from children. It is widely agreed that interviewers should avoid

inappropriate suggestive techniques. While there are a number of ways to categorise and define question types, the most useful distinction for interviewers to bear in mind is the difference between open-ended and closed-ended questions. Open-ended questioning techniques should be maximized because they invite more complete narrative responses from recall memory and elicit the most accurate information. The use of closed-ended questions that encourage guesses and short answers should be minimized.

De Voe and Faller (2002:23) maintain that in a typical interview, evaluators ask close to 195 questions in an effort to understand what, if any, sexual abuse had occurred. Interviews typically include several types of questions and children's suggestibility varies considerably across question types. For instance, questions can be open- or closed-ended; questions can include only information already reported by a child, or can contain new information based on interviewer interpretations or prior knowledge of a particular situation; and finally, questions can differ in the cognitive demands placed on children, in their complexity and in their suggestiveness. According to best practice guidelines, free-recall questions are asked at the beginning of an interview. The major limitation of free-recall prompts is that young children do not provide enough information or information about key details of interest to an interviewer. Thus, interviewers must often move to more focused questions that target specific information (Malloy & Quas, 2009:272-274).

Limitations in the evidence obtained from child witnesses are also due in part to a mismatch in the questions known to maximise detail and minimise error in children's accounts compared to the questions typically used in investigative interviews. Decades of laboratory and field research has shown that to maximise the accuracy and detail of evidence, interviewers need to rely on non-leading, open-ended questions whereas short-answer questions that narrow response options are more common. The reason for the mismatch is that maintaining open-ended questions is a skill that requires extensive training with on-going practice and expert feedback: this has, on a global scale, been difficult for police and human service organisations to deliver (Burrows & Powell, 2014:230). Kuehnle and Connell (2009:xi) mention that children may be questioned in ways that compromise their memories. Quinn (2010:235) recommends in this respect that questions to preferably avoid are: leading or suggestive questions, repetitive questions, questions promoting pretending, speculation or use of fantasizing,

social influence questions, yes or no questions, compound questions and coercive questions.

Connell (2009:465-468) mentions that when a child does not respond to open-ended questions, choice questions are posed, followed by open-ended invitations to tell more and to seek elaboration. Suggestive, leading and coercive questions are to be avoided; research does indicate that children succumb to these kinds of questions. When more specific questions are asked, there is a great risk of introducing new information and subtly shaping the child's response. At present the assessment for child sexual abuse focuses on the use of forensically defensible interviews, which are carefully crafted and skilfully conducted. However, very young or disabled children often cannot successfully respond to a standardized interview because they lack the language, concepts, and ability to describe their experiences. Take time to learn where the child is developmentally and how to choose questions that match this level of development. The goal of this assessment is protection not prosecution because these children cannot put their experience into words that would allow criminal prosecution (Hewitt, 2012:121-129).

During free recall questioning children tend to provide the most accurate accounts of prior events when asked vague, open questions about "what happened". These accounts, however, may be incomplete and may not provide adequate detail about an alleged event. Direct questions allow the child to provide more information in response to closed-ended or short-answer questions that probe for specific details. However, accuracy can be compromised, especially when these questions are phrased in a leading or suggestive manner, are ambiguous, or ask about temporal details (Malloy & Quas, 2009:269). The researcher is therefore of opinion that the way in which a question is put to the child victim may have a definite effect on the outcome of the interview. Questioning of children is a skill forensic social workers should be taught during their training, because question types will most definitely enhance the statement of the child victim and the way children respond during assessments.

8.16 Assessment techniques in child sexual abuse assessments

Child sexual abuse is often determined by how well a child can talk about what has happened. Very young or developmentally disabled children do not have the capacity to fully express their experiences in words, yet they are among the most vulnerable of

children. Sexual abuse assessment with young children can be problematic as, even though the abuse may include penetration, the child often heals quickly and without evidence of damage. Even if there is demonstrated physical damage, putting experience into words that would allow prosecution is still difficult for very young children (Hewitt, 2012:121). The researcher agrees with this statement; in practice it was evident in assessments the researcher has conducted with very young children, that these children often struggle to disclose and that a free-narrative version of the alleged sexual abuse is not always possible. Small children are cognitively immature and therefore the forensic social worker needs a “tool bag” full of tested assessment techniques to utilise during these difficult assessments.

Using assessment techniques that lack empirical validation may increase error, resulting in false negative and false positive conclusions. Sand tray therapy, play therapy, projective drawings and children’s drawings, when employed as projective assessment techniques, meet few if any of the guidelines for forensic assessment tools. They are not objective and reliable measures of constructs that are of interest to the court. In short, these techniques clearly fail to meet thresholds for relevance and reliability regarding legal issues such as whether or not a child has experienced sexual abuse (Murrie, Martindale & Epstein, 2009:397).

Techniques such as the Touch Survey and the Cognitive interview are recommended for use during the forensic assessment of sexual abuse. Phillips (2012:79) mentions in her research study that the Touch Survey is a child friendly and nonthreatening technique to utilise during the assessment of the sexually abused child. The professional does not need to prompt the child while using this technique. Westera and Kebbell (2014:5) mention that the cognitive interview is a most successful and empirically tested method for interviewing eyewitnesses; the cognitive interview has been shown to increase the amount of information obtained without reducing overall rates of accuracy. Brown *et al.* (2013:367-368) state that several techniques integrating findings from social, cognitive and applied development research have been developed to aid interviews to elicit accurate descriptions of experienced events from children. The cognitive interview originally developed for use with adult eyewitnesses has proven useful in this regard. This technique shows promise for increasing the amount of detailed information reported by children without compromising the relative accuracy of

that information. Cronch *et al.* (2006:199) mention that the cognitive interview was adapted for use with children.

Brown and Lamb (2009:303) discuss in their research that interviewing techniques that may compromise the actual or perceived reliability of children's reports make it likely that those children will be adequately protected and increase the likelihood that false allegations will be pursued. Professionals that conduct forensic interviews with children should be familiar with respected professional guidelines and protocols that have withstood empirical scrutiny (Walker, 2002:178). The researcher is of opinion that certain assessment techniques are well-suited for forensic assessments with child victims. These techniques should form part of protocols used in the forensic social work arena. These techniques should have been scientifically tested and the forensic social worker must be able to defend any technique utilised with research in court. Knowledge of assessment techniques is therefore crucial in developing a training programme for forensic social workers.

8.17 Legal aspects: Applying South African law to sexual offence cases

Green, Thorpe and Traupmann (2005:142) mention in their research that they identified knowledge of justice, legal issues and systems as a primary focus in the forensic social work field. Child sexual abuse is one of the most difficult crimes to detect and prosecute, in large part because there often are no witnesses except the child victim. The acts are predominantly nonviolent and usually occur in secret with medical evidence lacking in most sexual abuse cases (Myers, 2005:350-351). Child victims of crimes against the person face considerable obstacles to being heard within the criminal justice system. The obstacles are most prevalent in cases of child sexual abuse, where there are usually no third-party witnesses and no definitive physical evidence. The primary (and sometimes only) source of evidence in cases of child sexual abuse is the child's verbal account of what happened (Powell & Barnet, 2015:368).

According to Cole (2012:18), the law is one of the areas of growing importance to social work. If the social work profession is to be in control of its future, it must become committed to the role of exerting influence on the legal system through education, advocacy and proactive legal policy development. Torpey (2009:14) mentions that in legal proceedings, a case is only as strong as its evidence. Whether that evidence is strong largely depends on the work of forensic specialists. The field of forensics is

broad and involves many kinds of workers. Some of them are involved in crime solving. Others, such as forensic social workers, help to resolve different legal issues. But one thing all forensic specialists have in common is that their work is connected to the law in some way or another. Although their specialised knowledge and job titles vary, all forensic workers have expertise related to a legal issue or case.

Forensic social work is a professional specialty that focuses on the interface between society's legal and human service systems. Social workers need more knowledge on how laws are made, changed, interpreted and enforced. Knowledge of courtroom procedures is also essential. Social workers should know more about general procedures in courtrooms and roles of the various personae involved in trials, and this knowledge should be based on serious study. Regarding information they give to legal officials, social workers should have a better idea of the admissibility of evidence, that is, what information can and cannot be used in trials. The social workers must know how to legally and ethically obtain accurate information from clients, so that it can be considered to be admissible evidence (Barker & Branson, 2000:1-13).

The researcher would suggest, from her own experience in the field that forensic social workers should be trained in the relevant contents of the following laws in South Africa which forensic social workers may encounter in their day-to-day work responsibilities:

- Child Care Act (Act no. 38 of 2005a);
- Criminal Law (Sexual offences and related matters) Amendment Act (Act 32 of 2007);
- Constitution of the Republic of South Africa, Act 108 of 1996a
- Films and Publication amendment Act (Act no. 65 van 1996b) and
- Law of evidence Amendment Act, Act 45 of 1988.
- Motivation for intermediary: Section 170A of the Criminal Procedures Act (Act 51 of 1977). It is the researcher's opinion and experience in practice that facing the accused at court is the most stressful aspect of testifying for many child victims and it undermines some children's ability to testify. The researcher believes that the majority of children are able to provide evidence regarding their alleged sexual abuse experiences in court, for the court to test their statement of sexual abuse. If it is decided that a child should testify in open court, the child will be

exposed to undue mental stress and suffering. It is therefore vitally important that the child be thoroughly prepared for the court and that an intermediary must be appointed, according to section 170A of the Criminal Procedures Act (Act 51 of 1977) to assist the child when testifying in court, because:

- The alleged victim is a child (person under the age of 18 years according to the Children's Act (Act no. 38 of 2005a)) and being a child, it is the child's constitutional right to make use of an intermediary;
- The child will find it easier to explain what happened in the presence of only one person;
- This is a charge of a sexual nature;
- The court will expect the child to talk about sexual body parts in front of people he/she does not know;
- The alleged perpetrator will be present in court;
- The child might be traumatized by aggressive cross-examination

The researcher is of opinion that exposing professionals during training to a court environment and training them in the court processes and legal aspects will empower them for their role and functions. Unfortunately this is often a neglected part of social workers' training. The forensic social worker could, during her career, be involved through subpoenas in many court processes from children's court, criminal court, and civil court as well as child custody cases. The forensic social worker should therefore be prepared in training to withstand all demands of the legal system.

8.18 Medical evidence in a child sexual abuse investigation

Medical professionals are familiar with genital and anal anatomy, as well as variants of normal. It is important for nonmedical professionals to have a basic understanding of these matters so they can communicate with doctors and nurses and can understand medical reports. Evaluating suspicions of child sexual abuse is analogous to solving a complex puzzle. Unlike physical abuse, where the child typically has physical injury that is apparent to the eye, sexually abused children seldom experience physical injury. The absence of readily apparent physical injury makes the sexual abuse puzzle exceptionally challenging (Finkel, 2011:253-255). Johnson (2004:462) states in his research that as many as 96% of children assessed for suspected sexual abuse will

have normal genital and anal examinations. A forensic interview by a trained professional must be relied on to document suspicion of abuse.

Myers (2005:367-369) mentions that medical evidence exists in only a minority of sexual abuse cases. Several factors account for the lack of physical evidence. Many abusive acts (e.g. fondling, kissing, fellatio, cunnilingus, use of child in pornography) leave no marks. Even penile penetration is not invariably injurious. When injury occurs, healing is generally rapid and complete. Within days, all physical signs may disappear. Given the rapidity of healing, it is sometimes useful to take photographs on the day a child is examined and again a few weeks later, in order to document change. When there is no medical evidence of abuse, an expert may assist the court by informing them that lack of medical findings does not rule out abuse.

It is the researcher's opinion that the lack of medical evidence makes the involvement of the forensic social workers much more important, in order to explain in court that child sexual abuse is still a possibility to consider. Unfortunately, in practice the researcher experienced that the court relies heavily on medical evidence. Because courts highly value the medical evidence, the role and function of the forensic social work become even more important to educate court. Training of forensic social workers on medical evidence is therefore very important.

8.19 Forensic court report writing

Joubert and van Wyk (2014:485) mention that social workers assist court personal in court cases by means of testifying as professional experts and submitting social work forensic reports. However, forensic report writing is a complex process and requires careful and meticulous attention in order to deliver a written product of outstanding quality. There is no specific format or guideline for the writing of a forensic report in the field of forensic social work.

Naylor, Vorster, Cronje and Donaldson (2003:39) also state that there is no single acceptable format for writing a forensic report. Everybody has his/her own preferences, which makes it difficult to agree on a standard format. Styles often change with each report written. Munson (2007:80) mentions that reports should be clear, concise and carefully proofread before sub-mission. The summary, conclusion and recommendation sections of a forensic report should use reasoning and logic to arrive at conclusions. The content should be sequenced in a way that aids the trier of fact in understanding

how the expert has arrived at opinions and recommendations. In sequencing facts, logic, conclusions and opinions the forensic expert should adopt strategies used by lawyers in report writing.

Should the case go to court, the report becomes the basis for the expert's testimony and will serve to refresh his or her memory. The cross-examining attorney will attempt to discredit the report, and it is useful to anticipate and rectify them if possible. The report is also the expert's work product and should not contain anything that might embarrass him/her in years to come. The report should be directed at the legal question at issue. The length of the report will depend on the complexity of the issues and occasionally the age of the child. The report should contain the building blocks that provide the foundation for the expert's opinion (Schetky, 2010:35-36).

The researcher is of opinion that a court report is the end product of one's assessment process and the most important tool the forensic social worker possesses to convey information to the judicial officers. Training in court report writing thus is an aspect what should be included in a training programme for forensic social workers. Communication with the state prosecution is also advisable in order to understand their need and the information they prefer to be included in reports.

8.20 The forensic social worker as an expert witness

Schmidt and Rademeyer (2010:17-9) describe an expert witness as follows: "There is one consideration that places the opinion of an expert witness in a special category: it is that, because of his experience and knowledge, he is more competent than the court to reach a conclusion in his particular field of expertise. While a lay person's opinion is normally irrelevant, that of the expert is relevant because he/she can give the court information to which it does not have access."

In this regard, the researcher is of opinion that an expert in the field of child sexual abuse cases is a person with specialised knowledge, skills and experience, regarding child sexual abuse matters. This person is able to come to accurate and objective conclusions within his/her scope of practice. An expert witness is a person that provides court with specific information; without this information the court would not be able to come to an informed decision. *Forensic social work* is a combination of social work skills and legal skills. A main function of forensic social workers, as discussed

earlier on is to be able to deliver expert testimony in court. A thorough understanding of this function of being an expert witness is therefore important.

8.20.1 Nature of an expert witness

The court needs an expert witness to act as an “extension” of the presiding officer since the latter, although a legal expert, can quite obviously never be an expert in all possible areas of specialised knowledge. As such, a relevant expert needs to assist the court in forming opinions and drawing valid conclusions based on given sets of facts. Expert witnesses never are partial to one particular party to a dispute – they must remain objective and neutral in assisting the court with regard to their specialised areas of knowledge and expertise (Geldenhuys, Illsley, Burke, Donaldson, Naylor & Vorster, 2003:26). It is the opinion of the researcher that the testimony of an expert witness will be allowed when specialised knowledge will assist the presiding officer in deciding on a case.

Prosecutors may offer expert testimony from professionals that have experience in dealing with sexually abused children. The testimony of an expert witness may be crucial in prosecution because the victim might not be believed without explanatory testimony from a behavioural science expert. Expert witness evidence may provide a context in which a victim’s behaviour can be rationalised and understood. The knowledge of an expert witness can be used to rebut defence assertions that delays or inconsistencies in a victim’s story are indications of fabrications (Carstens, 2006:188).

Myers (2011:368) contends that before a professional may testify as an expert witness, the judge must be persuaded that the professional possesses sufficient knowledge, skill, experience, training, and education to qualify as an expert. To provide the judge with information on the professional’s qualifications, the professional takes the witness stand and answers questions concerning the professional’s education, specialised training, and relevant experience. Carstens (2006:191) furthermore states that the expert witness is not in court to convict anyone, to defend anyone, to excuse, blame, acquit or condemn anyone. The expert witness is in court to educate the court and the servants thereof in an independent and unbiased manner, and should believe that the court will reach the proper conclusion if properly educated. The expert witness is the builder of an informational prism through which the court can see and understand the evidence at hand.

8.20.2 Requirements for being an expert witness

When testifying as expert witnesses, forensic specialists present their findings in legal proceedings. They might need to prepare a report that summarizes their analyses and conclusions. Often, the information forensic workers study is complex, so they must be able to explain technical concepts to the court (Torpey, 2009:15). Carstens (2006:188) stated that the expert witness must also be someone who is capable of successfully communicating his or her superior knowledge, specialised experience, conclusions and opinions in a court of law in a manner that assists the court in understanding the evidence.

According to Barker and Branson (2000:37), courts have generally accepted social workers as expert witnesses in child sexual abuse cases, but it is clear that they, like all other professionals, have to undergo the court process of being qualified as an expert before testifying. Carstens (2006:194) suggests that the following guidelines for expert witnesses be followed:

- Each professional as expert witness should work within a preferred theoretical approach, assessment and evaluation model. These are frameworks in which to analyse, explain, organise and anticipate data. It is a frame of reference for the expert's point of view. The expert witness must be able to defend this approach in a court of law. Working within an approach protects the expert witness and the client involved.
- Hypothesising or creating a hypothesis that can be ruled out is considered to be the key to every allegation of child sexual abuse. It is the starting point and conclusion of any investigation. Hypothesising serves to identify various possibilities in, or alternatives to, allegations of child sexual abuse that need to be explored (and ruled out), for example exploring other reasons for behaviour manifested by the child, aside from sexual abuse.
- Circularity is a process of interviewing the sexually abused victim, which not only allows for the formulation and introduction of a hypothesis, but also leads to uncontaminated information. This is a process of interviewing by asking non-leading and non-suggestive questions. The process also allows for constant clarification of information gained from a child. It is through interviewing that information is exchanged.

- Neutrality involves not taking sides with a particular view or person, but rather expressing one's own views. Each party in a case has the same importance. Neutrality is the capacity of not judging or stating values, and it excludes prejudice and preconception of pathology and social and moral norms. The secret to neutrality is that it should be a genuine stance on the part of the expert witness.
- Expert witnesses must be independent of a case although they are often paid by one of the parties. Their role is to help the lawyers and court to understand technical matter in a case and to assist in advising on the strengths and weaknesses of the case.
- The expert should avoid conflict of interest, as well as the appearance of conflict of interest. The expert should not become involved or testify in a case if there is any personal bias or self-interest in such a case.
- Professionals acting as forensic specialists need to be assertive, comfortable with and confident in the aspects of the law and the legal system so that they can serve the ends of justice in a professional manner.
- The expert witness should obtain all the available information relevant to the events in question in order to minimise reliance on assumptions and should be prepared to explain any assumptions to the court. He or she should also evaluate reasonable explanations of cause and effect.
- Expert witnesses must only present information that is accepted in their professional field.
- The professional as expert witness should be comfortable with sexual issues and his or her own sexuality. The expert witness will also be expected to testify on some of this information of a sexual nature.
- Expert witnesses need to distance themselves emotionally during the investigation of an allegation of child sexual abuse. The expert witness should be unbiased and neutral at all times, since the rights and freedom of individuals are at stake and need to be approached with the utmost respect.
- The professional as an expert witness should be a scientist and should understand that his or her opinion is admissible in order to furnish the court with scientific information that is likely to be beyond the experience and knowledge of the court.
- Expert witnesses should acknowledge the limits of their expertise and decline from exceeding those limits, even in the face of pressure to do so.

Naylor, Vorster, Cronje and Donaldson (2003:39) mention that an updated curriculum vitae should be included in a forensic report. This could be included in the report or attached at the end. This is important to establish credibility. Kambam and Benedek (2010:47) mention that the process of examination of an expert witness's qualifications is called *voir dire*. When an expert is called, the first step in the testimony process is that the attorney leads a witness through a standard set of questions designed to provide the foundation for the expert's credentials. These questions include relevant aspects of education and training. Following the recital of credentials, the opposing counsel has an opportunity to cross-examine further. Opposing counsel may attempt to discredit the expert witness. *Voir dire* is generally not particularly difficult or dramatically challenging. It is the opinion of the researcher that a compact curriculum vita (CV) should accompany an expert witness to court to recital credentials easy and the CV could also be handed in to the presiding officer in court.

The researcher is of opinion that to achieve all the afore-mentioned requirements the professional needs training in the forensic social work field as well as the appropriate experience. The content of a training programme for forensic social workers needs to be researched further. In order to make sure that those experts working in the field of child sexual abuse is equipped through training to conduct the assessments adequately.

9. DISCUSSION

- Child sexual abuse is a global health problem affecting millions of children worldwide. These cases are difficult to prosecute, and to obtain a sufficient statement from children is a challenging task. According to the Annual Crime Report of the South African Police Service in 2012/2013, 66 387 sexual offences were investigated.
- Child sexual abuse is one of the most difficult crimes to detect and prosecute, in large part because there are often no witnesses except the victim; acts are predominantly nonviolent and usually occur in secret. Because child sexual abuse investigations are difficult, training of all role-players (investigating officers, social workers and judicial officers) involved in child sexual abuse investigations is essential.
- Particular training and specific competencies are especially important with respect to evaluating suspected child sexual abuse. Proper training of

professionals working in the forensic social work field can have a significant influence on the outcome of child sexual abuse investigations. Therefore forensic social workers need to be equipped with the necessary specialised knowledge, skills and tools for dealing with victims of child sexual abuse.

- This article also focused on defining forensic social work as a speciality field within the social work profession in the South African context. Social workers are uniquely positioned to be evolved into forensic social workers. Social workers that are not trained in the forensic social work field are confronted on a daily basis with dealing with child sexual abuse cases. Training will empower them to deal with these cases effectively.
- The difference between the two separate working domains in the social work profession, namely the role of clinical social work and the role of forensic social work was illustrated. The work of forensic social workers definitely calls for skills and knowledge that differ from those of social workers in other fields.
- The roles in which forensic social workers may find themselves in respect of child sexual abuse fall primarily within three areas, namely performing forensic interviews on child sexual abuse victims for courts and attorneys; serving as consultants to attorneys in child sexual abuse cases; and providing direct and rebuttal expert witness testimony in court.
- According to the researcher the forensic social workers have two major functions: (1) Forensic assessments/interviewing of sexually abused children, and (2) The forensic social worker as an expert witness.
- Reference was made to the development of forensic social work in South Africa. Pioneering and ground-breaking work has been done by the Police Social Work Services of SAPS concerning forensic social work in South Africa.
- Prerequisite knowledge and skills of a forensic practitioner working with child sexual abuse investigations were discussed. The professional person working in the field of forensic social work and conducting forensic assessments with the sexually abused child must have specialised knowledge, skills, as well as expertise in all aspects relating to children in order to interview the sexually abused child. This statement is based on the researcher's own specialised training, formal education, self-study and 12 years' experience in the forensic

social work field, assessing numerous sexually abused children, compiling many court reports and testifying in these child sexual abuse court cases.

- Sexual abuse was defined by several researchers as contact sexual abuse or noncontact sexual abuse and the difference between the two methods was discussed. The sexual abuse of a child is a heinous crime. This includes any sexual act committed to a child under the age of 18 years; it is a deed in which a person with any advance over a child engages that child in any deed for the sexual gratification of the advanced person.
- Ample research has demonstrated that no behaviour of symptoms (indicators) exist that can accurately identify children who have been sexually abused. When a forensic social worker investigates this kind of case, caution should be taken while interviewing the child to take a natural objective stance and not be swept up by the emotions of the case.
- Sexual abuse does not fit in the developmental phase of any child and has short- and long-term effects. The consequences of childhood sexual abuse seen in practice are legion – there are too many to discuss within the scope of this research study.
- It is important for forensic social workers to be knowledgeable about childhood development, as it can have a significant influence on the outcome of a forensic investigation. It is important for forensic investigators to possess knowledge of all developmental aspects of children such as cognitive-, socio-emotional-, and language development. Forensic social workers trained in the development of children would for instance recognise children's inconsistencies in the courtroom because of their cognitive development, which are based on developmental limitations. These trained forensic social workers will therefore be able to explain this in court.
- The forensic social worker often has to determine the child's competency to testify by assessing the child's capacity to observe, sufficient intelligence, adequate memory, ability to communicate, awareness of the difference between truth and falsehood and an appreciation of the obligation to tell the truth in court. A child of any age in possession of these characteristics may testify. There is no minimum age below which children are automatically disqualified as witnesses.

- Forensic social workers need to be trained in what normal sexual behaviour and development is and the role of attachments in sexual abuse investigations because children's behaviour can occasionally be wrongfully interpreted as normal sexual behaviour but might be an indicator of possible sexual abuse and vice versa.
- According to research many children show remarkable resistance to false suggestions but it is also mentioned that children can be led to report entirely false events, including sexual abuse. The forensic social worker should bear in mind the child's age, the types of questions posed and the general context of the interview.
- The importance of understanding how memory works cannot be overstated. In child sexual abuse contexts, the victim's memory is often the only evidence that an alleged crime has been committed.
- Sexual abuse is a traumatic childhood experience and can cause permanent change in the brain and the memory of the child. The child victim cannot be dealt with in the same fashion as an adult victim during an interview process because impact of trauma on the brain also influences the child's ability to verbally recall and communicate his/her traumatic experience.
- Many abused children disclose their abuse gradually, and each telling is a little different. The child may reveal additional details over time. The disclosure process could take different forms and many issues prevent the child victim from reporting abuse and in practice the researcher experienced that disclosure may take years and the child victim may even recant his/her statement. Explaining the process of disclosure and delayed reporting can be a challenging task in court. A thorough understanding of disclosure is therefore needed to testify on this topic and for this reason should be included in a training programme for forensic social workers.
- There is broad consensus among researchers that child sexual offending and child sexual offenders are heterogeneous. Child sexual offenders do not necessarily form a distinct offender category.

- Grooming is the process by which an offender draws a victim into a sexual relationship and maintains that relationship in secrecy. Grooming is characteristic of many but not all child sexual abuse cases.
- In child sexual abuse cases, skilful forensic interviews are important to ensure the protection of innocent individuals and the conviction of perpetrators.
- Children's communication about sexual experiences with an adult may be the only available evidence of the alleged crime, and the manner in which the interview with the child is conducted is often the most critical component of an investigation of a sexual abuse allegation.
- Forensic interviewing of children is an investigative process designed to help determine whether abuse has occurred and, if so, elicit detail in a court-suitable manner.
- Several approaches to conducting forensic interviews with children have been developed, with considerable recent interest in structured interview protocols. A protocol as a plan for carrying out an intervention process and forensic social workers relying on structured interviewing protocols have had more success. Forensic interviewing is a crucial tool in the assessment process. The forensic interview is often the only way by means of which the court can learn enough of the alleged sexual abuse to make a fact-based decision of whether or not child sexual abuse has occurred. Because forensic interviews play such an important role in assessments of sexual abuse of children, forensic social workers need to be trained in how they are conducted.
- The development of interview protocols helped forensic interviewers to conduct developmentally appropriate interviews with children. Whereas the theoretical knowledge acquired in most training does not get translated into improved practices, only use of the structured National Institutes of Child Health And Human development Investigative Interview Protocol (NICHD protocol), which operationalized guidelines and recommended practices, has repeatedly been shown to improve the quality of interviewing. It was found that interviewers trained to use the NICHD investigative interview protocol are more likely to follow best practice recommendations than they were before.

- Interviewers should utilise questioning techniques most likely to enhance the production of reliable information from children. Interviews typically include several types of questions and children's suggestibility varies considerably across question types.
- The major limitation of free-recall prompts is that young children do not provide enough information or information about key details of interest to an interviewer. Thus, interviewers must often move to more focused questions that target specific information.
- Child sexual abuse is often determined by how well a child can talk about what has happened. Very young or developmentally disabled children do not have the capacity to fully express their experiences in words, yet they are among the most vulnerable of children.
- When assessing young children or the child that struggles to disclose, the utilisation of assessment techniques are sometimes advised. However, using assessment techniques that lack empirical validation may increase error, resulting in false negative and false positive conclusions. Forensic social workers should be trained to consistently use empirically-based forensic techniques for obtaining the most complete and accurate reports possible.
- Forensic social work is a professional specialty that focuses on the interface between society's legal and human service systems. Hence social workers need more knowledge of how laws are made, changed, interpreted and enforced. Knowledge of courtroom procedures is also essential. Social workers should receive training in the general court procedures.
- It is important for forensic social workers to have a basic understanding of medical evidence in child sexual abuse cases so that they can communicate with doctors and nurses and can understand medical reports.
- Sexually abused children seldom experience physical injury. The absence of readily apparent physical injury makes prosecuting sexual abuse challenging; medical evidence exists in only a minority of sexual abuse cases. The lack of medical findings does, however, not rule out abuse.
- There is no single acceptable format for writing a forensic report. Everybody has his/her own preferences, which makes it difficult to agree on a standard format.

- Expert testimony is presented in court by professionals that have experience in dealing with sexually abused children. The testimony of an expert witness may be crucial in prosecution because the victim might not be believed without explanatory testimony from a behavioural science expert. Expert witness evidence may provide a context in which a victim's behaviour can be rationalised and understood. The knowledge of an expert witness can be used to rebut defence assertions that delays or inconsistencies in a victim's story are indications of fabrications.
- There is a need for continuing education beyond initial training. Forensic social workers must realise that even the most informative training programmes decay over time and new research is always needed to boost best practices.

10. SUMMARY

When the available literature was considered, it emerged that the forensic social workers need prerequisite knowledge and skills to be capable of investigating child sexual abuse. These forensic social workers require specialised training which involves complex issues.

In the interest of the special training of forensic social workers the researcher determines in the next article what the knowledge and needs are of role-players such as judicial officers, SAPS investigating officers of the FCS and professionals (social workers and psychologists) are when conducting forensic interviews. The training of forensic social workers has to empower them to fulfil their role and functions as discussed in this article.

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ARTICLE 2

THE NEED FOR A TRAINING PROGRAMME FOR FORENSIC SOCIAL WORKERS WORKING WITH CHILD SEXUAL ABUSE

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KEY TERMS

Training programme, forensic social work and sexual abuse.

OPSOMMING

Die hoë voorkoms van seksueel misbruikte kinders vereis die professionele intervensie van forensiese maatskaplike werkers. In hierdie artikel word die kennis en behoeftes van professionele persone wat met seksueel misbruikte kinders werk, ondersoek. Die fokus was op die ontwikkeling van 'n opleidingsprogram vir forensiese maatskaplike werkers wat seksueel misbruikte kinders assesseer. Die navorsing is onderneem deur onderhoude te voer met justisie-amptenare, wat landdroste, staatsaanklaers en prokureurs in privaatpraktyk ingesluit het. Maatskaplike werkers wat betrokke is by ondersoeke rakende seksuele misbruik van kinders, asook ondersoekbeamptes van die Eenheid vir Gesinsgeweld, Kindermishandeling en Seksuele Misdrywe (GKS) van die Suid Afrikaanse Polisiediens (SAPD) is genooi om aan onderhoude deel te neem. Gedurende die onderhoude is die kennis en behoeftes van die deelnemers geëksploreer ten opsigte van die ontwikkeling van 'n opleidingsprogram vir forensiese maatskaplike werkers wat op die gebied van die seksuele misbruik werk. Die doel van hierdie artikel is om leiding te gee ten opsigte van die inhoud van 'n opleidingsprogram vir forensiese maatskaplike werkers wat met seksueel misbruikte kinders werk.

1. INTRODUCTION

The researcher is aware of the fact that forensic social work entails more than the interview of alleged sexually abused children. In this research the focus will be on the assessment of child sexual abuse as part of forensic social work. The assessment of child sexual abuse cases has a profound impact on the skills and training needs of social workers in this field. The researcher came to the conclusion that the content for a training programme for forensic social workers calls for an in-depth investigation. Therefore the knowledge and needs of the role-players were explored with a view to develop such a training programme, specifically for training forensic social workers assessing child sexual abuse cases.

2. CONTEXTUALISATION

Forensic social work is a new and exciting social work specialisation which is growing in prominence, as more social workers are interested in this specialised field within the social work profession. Faller (2015:55) mentions that mental health professionals are not usually taught forensic interview practices during their graduate training. Specialised training programmes are needed for professionals with graduate mental health training, for forensic interviewers who conduct these forensic interviews. The majority of professionals in South Africa that conduct assessments on sexually abused children and testify on this matter in court do so without proper qualifications in this field (Kaliski, 2006:62). Hence there is a need for training in this regard. The South African Council for Social Service Professions has already initiated a process regarding the registration of a speciality in the social work profession, namely Forensic Social Work.

According to the eleventh draft of the regulations relating to the registration of a speciality in forensic social work they state that “social work” means the promotion by a social worker of social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. The regulation states that “forensic social work” is a specialised field of social work that focuses on the interface between the legal system and the secondary client and is characterised by the primary function of providing expert testimony in the court of law as the primary client. Therefore the forensic social worker is a social worker with scientific and specialised knowledge, skills, training, education and experience in forensic social work who

provides the court (with written and /or oral) expert testimony (South Africa. Department of Social Development. 2015, draft 11).

A field of speciality can be described as “a specific field in social work, where specific activities occur which require specific, additional knowledge, skills and expertise and can be viewed as a field of social work”. This definition appeared in the official newsletter from the South African Council of Social Service Professions (2006:9). The researcher is of opinion that the professional, conducting forensic interviews with the sexually abused child, must have specialised knowledge, skills, as well as expertise in all aspects pertaining to children in order to be capable of interviewing the sexually abused child. The mentioned specialised knowledge and skills must form part of a well-researched training programme developed for social workers working in the forensic field. A needs analysis will provide the researcher with an understanding of what the contents of a training programme for forensic social workers should be. This programme will be developed to make training more accessible for all social workers interested in a forensic social work career.

3. PROBLEM STATEMENT

Determining whether a child was sexually abused is a tremendous clinical and legal challenge. Child abuse is one of the most difficult crimes to detect and prosecute, in large part because there are often no witnesses except the victim. Abuse is difficult to detect because the acts are predominantly nonviolent and usually occur in secret rendering the child the only witness. Mental health investigations and testimonies offered to prove sexual abuse cases are complicated and controversial. The poor quality of mental health investigations and testimonies can cause victimised children to go without protection and innocent defendants to be convicted (Myers, 2012:203-204).

Maschi, Bradley and Ward (2009:384) mention that forensic interviews are usually conducted by specially trained professionals who have graduate-level education in the areas relevant to this type of interviewing. Interviewers should be graduate-level mental health professionals who have previous experience working with children; training in child sexual abuse and child development; experience working with children; training in child sexual abuse and child development; experience conducting forensic interviews; and experience testifying in court. Ludwig (2007:18) mentioned in her research that 100% of her participants in her study mentioned that there is a need for training of

forensic social workers. Scheepers (2008:10) mentioned in her research that social workers wishing to render forensic services will need to acquire additional, specific, specialised knowledge, skills and experience regarding this field.

The researcher is of opinion that if the mental health professional working in the forensic social work field does not have, amongst others, specialised training in and knowledge of all aspects of child sexual abuse, forensic interviews, expert testimony and legal aspects, this professional can cause serious harm to the investigation process. The researcher agrees with researchers such as Scheepers (2008) and Ludwig (2007) that there is a need for training forensic social workers in order to receive specialised training to do competent, legally defensible child sexual abuse assessments that will best serve the interest of the victimised children and the defendants alike. Research is needed to identify the needs of professionals in connection with the development of a programme to train these social workers.

Many professionals lack such specific specialised training in this area and the legal profession is often confronted by an array of self-identified experts who have emerged to fill the void; unfortunately, these experts often use inadequate assessment and evaluation techniques. If conclusions are drawn and opinions are formed on the basis of inadequate or insufficient information, children may be harmed, parent-child and other relationships seriously damaged, and cases contaminated to the degree that courts and other experienced and trained professionals have great difficulty determining what had really happened. The best way to protect the rights of the people concerned is by conducting investigations in a competent and responsible manner (Carstens, 2006:192). The researcher is convinced that it is evident from the research studied that forensic social workers need to have specialised training and specific skills. Without these skills prosecution may not be successful and the protection of child sexual abuse victims not as successful as it might otherwise be.

As far back as 1996, Kuehnle (1996:26) mentioned that professionals agree that experienced, specially trained professionals are needed to conduct the interviews with children alleged to have been sexually abused. Clark (2009:77) agrees with the above-mentioned researcher and points out that particular training and specific competencies are especially important with respect to evaluating suspected child sexual abuse. Munson (2007:69) refers to a study done by the National Organization of Forensic Social Work (NOFSW) in the United States of America that only 4.3% of accredited

social work programmes offered a course in forensic social work and only 4.3% offered a forensic specialisation. Only 14% of the schools surveyed had planned to develop a forensic specialisation (Munson, 2007:70).

In South Africa a study was done by the North-West University (Potchefstroom Campus) in 2007 and one of the Master's students in the new MSW (Forensic Practice) programme investigated the availability of forensic training for social workers in order to develop guidelines for forensic training programmes. It was found that universities regard forensic social work as a specialised field and that a need exists for postgraduate forensic training (Ludwig, 2007:iv). The afore-mentioned researcher established in her research the need for a postgraduate training programme for forensic social workers. The researcher of the current study is of opinion that very few training programmes are devoted specifically to the needs and expectations of South African forensic social workers. The researcher experienced that training of forensic social workers is more common in first-world countries such as the United States of America. This is also evident in the availability of research that has been done on this topic. Limited research is available in the South African context. The reality of the South African social work context is that the availability of specialised training for forensic social workers is often lacking. Ludwig (2007:27) also mentions in her research that relatively little research have been done in South Africa on the training of forensic social workers.

Torpey (2009:15) maintains that forensic workers have diverse training. The education required to be a competent forensic social worker has grown exponentially in recent years. Contemporary forensic practitioners must be knowledgeable about and proficient in clinical assessments and interventions, legal rights and procedures, ethical issues, and research, in addition to being competent in their primary field of practice (Reamer, 2007:xiii). Cronch, Viljoen and Hansen (2006:195) contend that in child sexual abuse cases, skilful forensic interviews are important when investigating such cases in order to ensure the protection of innocent individuals and the convictions of perpetrators.

Munson (2007:69) contends that forensic roles fall primarily within three areas: (a) performing evaluations for courts and attorneys, (b) serving as consultants to attorneys, and (c) providing direct and rebuttal expert witness testimony. Often the three roles are interrelated. The researcher is convinced that specialised training will prepare forensic social workers to fulfil their roles as was mentioned above. During this research a

needs analysis was performed to investigate what the view is of other professionals and forensic social workers working in the forensic field on the specialised training needed to equip forensic social workers for their role as forensic evaluators and expert witnesses.

Butters and Vaughan-Eden (2011:61) state in this regard that the number of forensic social workers has been increasing for the last century, but that they have only been officially recognised in the last 30 years as specialists within the social work profession. Forensic social work is based on specialised knowledge drawn from established principles and their application within proven methodology of training, familiarity with the law, evaluations and objective criteria associated with treatment outcomes. The scope of forensic social work includes a specialised skill by means of which human service systems communicate the language in the context of legal systems. This means that the forensic process must withstand critical review and rebuttal from opposing parties in a legal system (Iffley, 2012:9).

The education and training of the social worker can bring great value to the courtroom (Niland, 2007:125). The justice system can be extremely rewarding for social workers and replete the opportunities to promote social justice. The utilisation of social work knowledge and skills nearly always serves the interest of justice, and countless judges, prosecutors and defence attorneys depend on social workers as their most trusted professional allies. Niland (2007:149) mentions that the forensic social worker can bring a wealth of talent to the criminal justice system. The social worker possesses a unique combination of skills which lend themselves to forensic work. Scheepers (2006:151) mentions that lawyers are not trained in behavioural and social sciences. They should therefore in almost all sexual abuse cases consult with experts such as forensic social workers.

According to South African Police Service (SAPS), forensic social work procedure manual (2006:4) courts have expressed their appreciation and need for more social workers specialising in forensic social work. The researcher has been working in the SAPS as a forensic social worker for the past 12 years. Forensic social workers have two major partners in child sexual abuse investigations. Both were included as participants in the needs analysis. The first partner is the judicial officer and the second partner is the investigating officer of the Family violence, Child protection and Sexual offences investigations-unit (FCS-unit). In this article the focus will be on the knowledge

and needs of these partners and their contribution in developing a training programme for forensic social workers. This needs analysis will assist the researcher in developing a training programme for forensic social workers working in the child sexual abuse field. The researcher's aim thus is to establish what the contents should be of this training programme in accordance with the needs of judicial officers, FCS-unit investigating officers and social workers currently working in the forensic field.

The following research question was formulated from the preceding discussion:

- What are the knowledge and needs of social workers, judicial officers and FCS-unit investigating officers of the SAPS working in the forensic field concerning forensic social work training?

4. AIM AND OBJECTIVE

This research was conducted by investigating the following aim and objectives.

4.1 Aim

The primary goal of this research was to explore and describe the knowledge and needs of the participants in the interest of developing a training programme for forensic social workers working with sexually abused children. Thereafter the content was evaluated on its appropriateness to address the training needs of forensic social workers.

4.2 Objective

To reach the aim of this research the following objective was formulated:

- To do a literature study and empirical investigation to determine the knowledge and needs of social workers, judicial officers and FCS-unit investigating officers of SAPS working in the forensic field, in the interest of training forensic social workers.

5. CENTRAL THEORETICAL ARGUMENT

A change in forensic social workers' level of knowledge will be observed over time, due to the implementation of a training programme that will assist such specialists regarding their assessments of victims of sexual abuse and their performance when appearing in court in the interest of these victims.

Over time, following the implementation of a training programme which will assist in the training needs of forensic social workers, a change will be observed in the quality of service delivered by forensic social workers to the victims of sexual abuse.

6. RESEARCH METHODOLOGY

The methods utilised during this research were a literature review and an empirical study. The curriculum of aspiring social workers in the undergraduate course is congested; therefore lectures on forensic social work are not included in the undergraduate programme. Professionals such as the researcher currently working in the forensic field calling themselves forensic social workers received training postgraduate at different institutions. Some received their postgraduate training at universities in the form of a master's degree. Others completed, now often out-dated, certificate courses privately from facilitators that equipped themselves. Many of these certificate courses were not accredited. The Potchefstroom Campus of the North-West University is currently the only University in South Africa that offers a Master's degree in forensic practice. This makes it difficult for social workers to travel the distance to attend classes and the financial implication thereof is very high. This programme will make training more accessible for all social workers interested in a forensic social work career, such as social workers working with child sexual abuse cases in rural areas where they can be trained internally in their organisations.

6.1 Literature review

Fouché and Delport (2011b:134) describe the aim of literature review as contributing to a clearer understanding of the nature and meaning of the identified problem. Fouché and Delport (2011b:134) further mention that the literature review is not completed at any one time in the research process. The literature review is undertaken as early as appropriate in the process, with the understanding that, as the research evolves and new issues emerge, additional reviews of the literature will be required.

In this research study South African as well as international literature was analysed to gain knowledge regarding the content of training programs for forensic social workers working with sexually abused children. The literature review was done to gain an understanding of the availability of scientific literature and to determine whether the study is viable and justified. Literature in the fields of social work, psychology, sociology, criminology, law and medicine was studied during this investigation.

Information was gathered from published scientific contributions in books, scientific journal articles as well as research projects. Several databases were utilised in this search, namely EBSCO HOST WEB, SA Publications, Social Work Abstracts, Internet and the Ferdinand Postma Library of the North-West University.

6.2 Empirical study

The research was conducted in accordance with the following aspects:

6.2.1 Research design

The empirical investigation was conducted by means of a qualitative research approach. Creswell (2003:18) maintains that qualitative data are primarily collected with the intent of developing themes from the data. The researcher seeks to establish the meaning of a phenomenon from the views of participants (Creswell, 2003:20).

Applied as well as descriptive research was utilised. Here *development research* denotes the development of a technology essential for a profession such as social work (Fouché & De Vos, 2011a:98). Descriptive research was also utilised with a view to design a new training programme for forensic social workers.

The nature of the study is within the descriptive research area. Monette, Sullivan and de Jong (2005:5) describe descriptive research as the attempts to discover facts or describe reality. According to Creswell (2003:30), one of the main reasons for conducting a qualitative study is that the study is exploratory. This means that not much has been written on the topic being studied, and the researcher seeks to listen to participants and build an understanding based on their ideas.

Fouché and Schurink (2011:327) mention that the qualitative research design does not provide the researcher with a step-by-step plan or fixed recipe to follow. This type of research is not a linear process and has no fixed design. In qualitative research the researcher's choices and actions will determine the design or strategy. Because the qualitative research design is flexible, a full account of the research design can only be provided in retrospect.

6.2.2 Participants/Population/Sample size

In this qualitative research study non-probability sampling was applied in which the purposive sampling type was utilised as the technique. Strydom and Delport (2011:391) point out that qualitative research seek out individuals, groups and settings where the specific processes being studied are most likely to occur. A name list was compiled of

all potential participants and was given to a mediator to select participants from the three different disciplines. They were contacted by the mediator and invited telephonically or personally to a meeting where the aim of the research was communicate to them. The purpose of the study was explained to them and each one received a consent form (Addendum 2). During the semi-structured interviews each group had its own consent form. They had seven days to read through the consent form, and if they had any questions they had contact numbers of contact persons who could answer such questions. After they had agreed to form part of the research, arrangements were communicated to them concerning dates, times and venues for the semi-structured interviews.

The participants included judicial officers and investigating officers from the Family Violence, Child Protection and sexual Offences Unit (FCS-Unit) of SAPS who are the two major referral agents of sexually abused children to the SAPS forensic social worker. The researcher is of opinion that professionals such as social workers currently working in the forensic field with child sexual abuse are representative of forensic social workers. Therefore the third group involved as participants was professionals such as social workers working in the forensic field. Their knowledge and needs in respect of training for forensic social workers and the development of a training programme was determined by the researcher herself who conducted the individual interviews with the participants. Forensic social work is according to the researcher a new field for social workers and there are not many trained forensic social workers. Another challenge was that only a few attorneys, prosecutors and magistrates are interested in sexual abuse cases. There are also only a few FCS-units specialising in these cases.

In this and other studies it is clear that the training of judicial officers in dealing with child sexual abuse cases is a necessity and needs to be addressed. The conclusion that was drawn was to serve the child victim best by approaching the investigations in a team effort from the moment the disclosure has been made until the case is finalized in court (Cilliers, 2011:39).

6.2.3 Procedure

A self-compiled interview schedule pre-tested on a group of people was utilised during semi-structured one-to-one interviews. Greeff (2011:351) mentions that researchers use semi-structured interviews in order to gain a detailed picture of a participant's

beliefs about, or perceptions or accounts of, a particular topic. The method grants the researcher and participant far more flexibility. Greeff (2011:352) describes the interview schedule as a questionnaire written to guide interviewers during their engagement with participants and designate the narrative terrain.

Once written consent had been obtained from participants, all the interviews were audio recorded and transcribed verbatim. Qualitative data was captured by investigating the knowledge and needs of the participants with regard to training for forensic social workers, as well as their opinion of the content of a newly developed training programme for forensic social workers. Greeff (2011:359) mentions that an audio recording allows a much fuller record than notes taken during the interview. The researcher can concentrate on how the interview is proceeding rather than on the recording of the information. Literature was studied to find a connection between literature and the transcribed content of the interviews with the participants.

6.2.4 Data analysis and interpretation

The purpose of data analysis involves making sense of text and image data. It involves preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data, representing the data and interpreting the overall meaning of the data (Creswell, 2003:190).

Schurink, Fouché and de Vos (2011:397) mention that qualitative research covers a spectrum of techniques, the centrepiece of which is formed by observation, interviewing and documentary analysis. The purpose of conducting a qualitative study is to produce findings, and qualitative analysis transforms data into findings. This involves reducing the volume of raw information, sifting significance from trivia, identifying significant patterns and constructing a framework for communicating the essence of what the data reveal. Data analysis is the process of bringing order, structure and meaning to the mass of collected data. The interpretation of data is the core of qualitative research. Analysis is a strategy with the objective of taking a complex whole and resolving it into parts. The constant variables of factors that are relevant to the understanding of a phenomenon of an event are isolated (Poggenpoel, 1998:336).

Data was reduced by generating categories and coding the data. Identifying salient themes, recurring ideas or language and patterns of belief that link people and settings together is the most intellectually challenging phase of data analysis and one that can integrate the entire endeavour. The process involves reducing the data to a small,

manageable set of themes to write into the final narrative. The primary task of coding is to identify and label relevant categories or topics of data. One then applies some coding scheme to those categories and themes, and diligently and thoroughly marks passages in the data using codes (Schurink *et al.*, 2011:397). The researcher was attentive to phrases in the participants' interviews. The themes in the interviews were compared with one another to establish whether there was a concept which could unite them.

The Tesch approach was utilised for data analysis. This approach is described by Poggenpoel (1998:343-344) who mentions that the analysis of data can be divided into eight steps. This includes the following:

1. The researcher must read through all of the transcribed information. This is done so that the researcher gets the "feel" of all the information. The researcher can also write down some ideas as they come to mind.
2. The researcher selects any one of the interviews. While reading the interview, the researcher asks the question: "What is this about?" and thinks about the underlying meaning of the information. The researcher uses the margin-line to write down thoughts.
3. After completing this task for several participants the researcher lists all the topics. Similar topics are clustered together and formed into columns that might be arranged into major topics, unique topics and leftovers.
4. The researcher takes the list and studies the data again. The topics are abbreviated as codes and the codes are written down next to the appropriate segments of the text. The researcher tests this preliminary organising scheme to see whether new categories and codes emerge.
5. The researcher finds the most descriptive wording for the topics and turns them into categories. He/she endeavours to reduce the total list of categories by grouping together topics that relate to each other. Lines are drawn between the categories to show interrelationships.
6. The researcher makes a final decision on the abbreviation for each category and alphabetises the codes.
7. The data material belonging to each category is assembled in one place and a preliminary analysis is performed.

8. The researcher recodes existing data if necessary.

The themes in the interviews were compared to each other to establish whether there is a central thought binding them together. Themes and patterns referring to the participants' experiences were identified by comparing transcripts of the interviews with each other. Schurink *et al.* (2011:410) mention that organisation by themes is probably the most frequently used model in qualitative research. Researchers can structure or organise their report according to meaningful themes that have emerged from their data. The general themes can also be broken down into categories and subcategories as sections and subsections of the report. The researcher focused on themes standing out, the repeating of ideas, language and patterns binding the participants' knowledge and needs. The themes and categories were coded by hand by the researcher. Following this, the researcher compared the findings with literature and previous research findings.

6.2.5 Ethical aspects

The entire research project must, according to Strydom (2011:115), be executed in the correct ethical manner.

Attention was focused on the following ethical aspects:

- Permission was obtained from the South African Police Service in writing with the purpose of conducting research in the service on developing a training programme for forensic social workers. The authority letter is attached as (Addendum 4).
- Written permission was received from all participants during interviews to utilise all information divulged during interviews for purposes of this research. According to Strydom (2011:117), written informed consent becomes a necessary condition rather than a luxury or an impediment.
- Written permission of the main project NWU-0027-09-A1 was obtained from the Ethics Committee of the Potchefstroom Campus of North-West University (Addendum 3). Although the ethics for this project had already expired, the HREC gave permission that this study could be completed. These committees or boards review research proposals according to strict guidelines and procedures before researchers are allowed to go ahead. These institutional review boards can be regarded as the watchdogs or gatekeepers of society as far as research

is concerned and should be especially watchful of research conducted on vulnerable groups in society (Strydom, 2011:126-127).

7. DISCUSSION OF DATA GATHERED FROM THE EMPIRICAL INVESTIGATION

The answers to the research questions were obtained during the interviews held with participants with the aid of an interview schedule. The same questions were asked to all three participant groups. The interviews with the social workers working in the forensic field, judicial officers, and investigating officers from the FCS Unit, investigating child sexual abuse were audio recorded and transcribed by the researcher. The participants' verbatim information was compared and the information that repeated was grouped into themes. The researcher coded repeated themes by colour. This method made it easier to report the information that was grouped into themes in this article.

The participants in all the categories had an average of 15 years' experience in child sexual abuse investigations or in prosecution of these cases. The researcher is of opinion that experienced participants' knowledge and needs will be thorough enough to be used for developing a training programme. To achieve the first objective, the themes identified during transcribing and coding of the interviews were discussed. The researcher asked the following question as part of the interview schedule, namely:

7.1 What are the knowledge and needs of forensic social workers concerning forensic social work training?

This question was posed to the participants to establish their view on the speciality of the forensic social work profession and their opinion of training. Their responses were as follows:

Theme 1: Forensic social work is a specialised field.

A theme that was identified in the collected information is that the participants view forensic social work as a specialised field in the social work profession.

"forensic work is a speciality, you need special skills and knowledge to work with sexual abuse children"

"you need specialised information to assess a child sexual abuse victim and to give expert testimony in court"

"forensic social work is a specialised field for social workers working in court with sexual abused children"

“forensic work is different than generic work, you need to specialise to conduct forensic investigations”

The participants are of the opinion that forensic social work is a specialised field and that one needs special skills and knowledge to practise in this field and that it is different from generic social work. Butters and Vaughan-Eden (2011:61) state that forensic social work is a speciality area that is broadly defined as social work activities involving criminal or civil court proceedings, criminal offenders, victims of crime, or other systems of justice. Forensic social workers are most often involved with adversarial court proceedings and emotionally charged civil cases that require special attention to ethics.

According to Munson (2011:37-39), there is strong agreement that forensic social work practice is highly specialised and not the same as a general psychotherapy practice. Faller (2007:5) states that clinicians do not know how to do forensic work because their training does not prepare them for it. The forensic social work literature is clear that forensic practice is unique and specialised. Mason and Carton (2002:544) mention that in the forensic social work domain the field is becoming increasingly more specialised. Butters and Vaughan-Eden (2011:61) agree that forensic social work is a speciality area that is broadly defined as social work activities involving criminal or civil court proceedings, criminal offenders, victims of crime, or other systems of justice. The researcher is in agreement with the views of the participants in regard to the speciality of forensic social work as well as the literature that is supporting these views. Forensic social work is a specialised field in the social work profession. The forensic social worker's client is the court and not the child; therefore a grounded knowledge of law of evidence is needed. The forensic social worker assists the court and therefore needs specific knowledge and skills in this regard.

Theme 2: Postgraduate training for forensic social workers is essential

A theme that was identified in the collected information is that the participants are of opinion that forensic social workers must have received postgraduate training.

“if you do your BA-degree in social work there is not time to cover forensic social work, this is a specialised field and training should be done postgraduation after you have worked a few years to get experience”

“the person working in the forensic field needs postgraduation training specifically aimed on child sexual abuse investigations”

“definitely a postgraduation training, I feel strongly about this seeing that a master’s degree is available in forensic practise”

“A master’s degree what specialise in the field of forensic assessments”

“Postgraduation training is needed but it doesn’t have to be a degree, a diploma or certificate courses in the field of sexual abuse is sufficient”

“if you want to be known as a forensic social worker you need a master’s degree in forensic social work”

The participants stated that the professional working in the forensic field must be equipped with postgraduate training. The majority of the participants are convinced that this training must be on a Master’s degree level. Experienced, specially trained professionals are needed to conduct the interviews with children alleged to have been sexually abused. Most forensic specialists need at least a Bachelor’s degree and occasionally an advanced degree. Workers that provide expert analysis and testimony often have a PhD or Master’s degree in their field of expertise. Additionally, workers employed as expert witnesses usually need many years of work experience in their occupation, credentials from professional organisations, and occasionally, other achievements such as published research.

According to the researcher a social worker interested in forensic training should have experience in working with children before specialised training commences. Postgraduate training is needed and must preferably be in the form of a Master’s degree in the field. Forensic social work is a difficult field to work in and training programmes should be of a high standard and be accredited at universities. A poor assessment done by untrained professionals could jeopardize the validity of the entire investigative process, including the child’s testimony. Well-researched training programmes could be offered to social workers interested in a forensic social work career and equips them with all the necessary knowledge and skills. Such postgraduate training should be made more accessible to all social workers interested, not only the few with enough financial backup that are able to travel to universities.

A solid professional reputation in their field is also essential (Torpey, 2009:19). The researcher is of opinion that accredited postgraduate training in forensic social work renders the correct curriculum to students. Specialised training empowers the forensic worker with confidence in the legal arena. The researcher believes that forensic social

workers are faced by a huge challenge in South Africa because currently no finalised guidelines have been put in place by the South African Council for Social Service Professions (SACSSP) for professionals practicing forensic social work. Social workers could be selected before commencement of their postgraduate studies in forensic social work by means of a personal interview with the facilitators.

Theme 3: There should be a selection process for professionals interested in forensic social work training

The participants reflected on their own experience in the forensic field and their encounters with colleagues working as forensic professionals without formal training. The opinions of the participants were that a selection process should be administered before allowing professionals to specialise in the forensic field. Their responses were as follows:

“selection is definitely necessary, I think we should do an individual selection interview with people interested in forensic studies”

“the selection process should also include the council for social workers they should formulate guidelines as to what kind of training is necessary to practice as a forensic social worker”

“selection is important, I would even suggest psychometric tests, personal interviews to establish the persons motive, the person should be emotional stable, be an analytical, neutral and objective person”

“no social workers must be selected without experience in the social work field, I suggest a minimum of 5 years’ experience in the generic social work field, working with children to gain knowledge and experience”

“a selection process will be advisable because you will get properly trained people who will be able and equip to deal with sexual abuse cases”

“people selected should be experienced, special attention should be focussed on their support systems and their motive to work in this field, they must be sensitive to children’s needs, understand children”

All the participants agreed that there should be a selection process. What the selection process should entail is another study.

Investigating child sexual abuse cases is according to the researcher, extremely sensitive and emotional. To be effective, forensic social workers should be in control of their own feelings and beliefs about victims and offenders of child sexual abuse (Lanning, 2002:330). The researcher is convinced that dealing with child sexual abuse cases on a daily basis can be emotionally draining and the individual investigating these cases should be a level-headed individual. Even if the social workers receive special training and comply with guidelines set by the SACSSP these social workers should possess personal qualities and characteristics that differentiate them. The forensic social workers have to simultaneously work with a child sexual abuse victim, perpetrator and the judicial system. Therefore it is also important for these people to receive supervision on a regular basis.

Forensic social workers shift their focus in one working day from intensive forensic interviewing of the child victim to the domain of the court, answering questions as an expert witness. Social workers could be selected before commencement of their postgraduate studies in forensic social work by means of a personal interview with the facilitators. A selection process will contribute to selecting professionals who will truly belong in the forensic social work field. The SACSSP as well as Universities should play a major role in formulating the guidelines for forensic social workers to practise and thus receive the necessary training.

7.1.1 What are the needs of forensic social workers concerning forensic social work training?

This question was posed to the forensic social workers to establish their view on the training needs of forensic social work professionals.

Theme 1: There is a need for a training programme for forensic social workers in South Africa

The participants indicated that they are of opinion that a training programme in South Africa is necessary and it is essential that this programme must be accredited at a university. The responses were as follows:

“Yes I think we need a training programme specifically for South Africa and the different role-players such as universities need to buy in”

"I definitely think there is a need for more accredited training in South Africa, this will also be a guide for council to make it easier to register forensic social work as a specialised field "

"yes because the only university offering a postgraduation in forensic social work is NWU. Potchefstroom is not reachable for all students. It is very expensive to travel"

"it is so needed, I wish this training programme was already available"

"Social workers working with child sexual abuse need thorough training to get the correct information from the child with the correct processes"

"a well-researched training programme will bring a higher standard to the training of forensic social workers and application of what they were taught"

"there is a great need for an uncomplicated, user-friendly, streamlined effective training programme, a practical aid to help children"

Munson (2011:39) mentions that the specialisation of forensic social work continues to evolve. Training of the interviewer is important because it can strengthen the quality of the interview (Block, Foster, Pierce, Berkoff & Runyan, 2013:175). Benedek, Ash and Scott (2010:23) point out that the forensic clinician is ethically bound to stay current on the relevant literature. Butters and Vaughan-Eden (2011:67) state that forensic social workers are ethically bound to use science to inform practice and to contribute to the knowledge base through programme evaluation and original research.

The researcher is of opinion that forensic social work is a new and exciting social work specialisation which is growing in prominence, as more social workers are interested in this specialised field within the social work profession. An accredited well-researched training programme is essential for training these social workers. Training will deliver forensic social workers of high quality to act in the best interest of every child victim of sexual abuse. This will also empower social workers with relevant knowledge to truly assist court in reaching a fair and just decision. Social workers possess a unique combination of skills that lend them to forensic work. The majority of professionals in South Africa that conduct assessments on sexually abused children and testify on this matter in court, do so without proper qualifications in this field (Kaliski, 2006:62).

Theme 2: The most important task of the forensic social worker is the forensic interview with the child

The researcher posed a question to the participants as to their opinion of the one major need or task that forensic social workers fulfil when assessing children, which should be included in a training programme for forensic social workers. A theme that was repeated by the participants was as follows:

“The most important tool of the forensic social worker is her ability to use a forensic interview technique with the child”

“interviewing a child is not just making conversation; it is getting a free-narrative from the child, an uncontaminated statement according to a protocol which makes it legally defensible”

“during interviews with children you should be focused on the child’s non-verbal demeanour, making observations how the child react and use age appropriate techniques during the interview”

“Forensic interviewing with the child is according to me a very good researched technique in the forensic field”

“training on forensic interviewing is very important because it is a specific approach to elicit information from children on probability of sexual abuse”

“the forensic interview with the child is the most important starting point because you work with an agenda to get information to take to court, because that is your end goal”

“the focus in a training programme should be on interviewing techniques, not to be prejudice, not to ask leading or suggestive questions and not to jump to conclusions”

“100% the interview with the child, the most important thing before you do anything is to get a free-narrative from a child, this form your baseline for the whole investigation”

The first step in child maltreatment investigations is a forensic interview conducted to validate the complaint (Cheung, 2012:1). In the APSAC Practice Guidelines (2012:4) it is stated that the purpose of a forensic interview in a suspected abuse case is to elicit as much reliable information as possible from the child to help determine whether abuse

had indeed taken place. Interviewers attempt to collect facts in a neutral and objective way. The child interview is only a part of a complete child protection or criminal investigation.

Children's communication on sexual experiences with an adult may be the only available evidence of the alleged crime, and the manner in which the child interview is conducted is often the most critical component of an investigation of a sexual abuse allegation (Fouché, 2006:205). Interviews differ from ordinary conversations in that they usually have a definite purpose, a question-answer format, and a well-defined goal. Interview structures vary along a continuum from unstructured (in which interviewers follow the child's lead), to highly structured (in which exact wording of questions is scripted). In between are semi-structured formats in which interviewers follow questioning guidelines and cover predetermined topics, selecting from a tool kit of strategies (Saywitz, Lyon & Goodman, 2011:340).

In the study of Burrows and Powell (2014:232) they mention that one of the most prominent concerns expressed by prosecutors when reflecting on the quality and usefulness of interviews concerning alleged child abuse relates to interview length and relevance of interview content. These prosecutors revealed that interviews with child witnesses were too long and should be more tightly contained around core offence details which legislation requires to be proven to secure a conviction. Essentially, interviewers need to establish beyond reasonable doubt what offence had occurred, and who perpetrated it. With lengthy interviews, there is greater opportunity for errors and inconsistencies to arise in witness accounts and more content that can be used to challenge the child's credibility.

The communication between the forensic social worker and the child victim is a very important aspect of the assessment. The forensic social workers are trained and skilled for this task. In practice the researcher experienced that in many child sexual abuse cases there is no eye witness or DNA and limited corroborating evidence. This results in the child's statement as the only evidence. The interview must therefore be based on a legally defensible, scientifically researched method. Mistakes can leave the child victim vulnerable in a potentially dangerous situation and the forensic social worker can lose credibility in court. It is clear that from the reaction of the participants to this question and the literature supporting their views that forensic interviewing is the most important task in assessing child sexual abuse victims. Forensic social workers must

receive training in all aspects of assessing these children and these aspects should most decidedly be included in the training programme.

Theme 3: A forensic social worker should have specific knowledge, skills and expertise when conducting forensic interviews with child sexual abuse victims

A theme identified in the collected data and that repeated in most of the interviews with the participants was the opinion of the participants on specific knowledge, skills and expertise forensic social worker must possess. The participants' thorough knowledge of their field was emphasized because they were unanimous on this question in which they were requested to list areas in which specialised knowledge is needed. Their responses were as follows:

“the forensic social worker should be trained in: the forensic interviewing of children, this includes types of questioning and the relevant protocol utilised during interviewing, cognitive development stages of children, social-emotional development, memory of children, suggestibility of children, language development, normal sexual development, body inventory, to determine the child’s competency to testify in court, grooming, child’s ability to distinguish between right and wrong, delayed reporting, process of disclosure, medical evidence, identifying high-risk factors, legal aspects, report writing, expert witnessing, systemic interviewing and gathering collateral information ”

“the forensic social worker need specialised training in: questioning of children, the protocol used during the forensic interview, cognitive development, normal and abnormal sexual development, emotional development, impact of trauma, memory and trauma, attachments and the appearance of sexual abuse, process of disclosure, child’s ability to distinguish between right and wrong, development of morality of the child, body part inventory, training in legally defensible forensic assessment techniques the legal view on the child’s competency, systemic processes, understanding medical evidence, sexual offenders, other legal aspects, report writing and expert witnessing ”

“the forensic social workers should be trained with prerequisite knowledge like: cognitive development, social-emotional development, memory of children, suggestibility of children, language of children, forensic interviewing,

sexual development, body part terminology of the child, competency of the child to testify, child's ability to distinguish between right and wrong, legal aspects"

"forensic social workers should have specific knowledge on : rapport building with the child, cognitive development, normal sexual development, body part terminology, the child's competency to testify, delayed reporting, protocol used during forensic interview, expert witnessing, legal aspects"

"the specific knowledge, skills and expertise forensic social workers should be trained in is: interviewing and questioning of children, must be able to talk to the child on his level, assessment of the cognitive development, competency of the child to testify in court, social-emotional development, memory of children and the impact of trauma on memory according to the limbic system, suggestibility, language development, normal and abnormal sexual development, body part inventory, child's ability to distinguish between right and wrong, delayed reporting, grooming, process of disclosure, interview protocols, forensic assessment techniques, dissociation, legal aspects, expert witnessing"

"training should focus on: cognitive and emotional functioning of the child, memory and suggestibility, normal sexual development, body part terminology, the child's competency to testify, child's ability to distinguish between right and wrong, delayed reporting, protocol used in forensic interview with the child, expert witnessing, forensic assessment techniques, court processes"

The participants indicated that forensic social workers need all of the above prerequisite knowledge and information to conduct forensic assessments. In connection with skills and preparation Torpey (2009:18) regards precision, attention to detail, objectivity, problem-solving ability, and strong oral and written communication skills to be important for forensic specialists to be capable of conducting assessment interviews with sexually abused children. Butters and Vaughan-Eden (2011:61-62) mention that the forensic social worker's roles often presents unique challenges, which necessitates more specialised ethical guidelines.

In the APSAC Practice Guidelines (2012:4) it is stated that specialised knowledge is necessary and especially important when young children are being interviewed. This

knowledge can be acquired through a combination of training, experience, supervision and independent learning. In Benedek, Ash and Scott (2010:23) it was discussed that before mental health professionals agree to an evaluation of a sexually abused child, they must have training and competence in child development, child interviewing techniques, attachment, and trauma. All opinions should be based on empirically established relations between collected data and the behaviour of interest rather than subjective observations.

The researcher is in agreement with the participants on their suggestions of the specific knowledge, skills and expertise forensic social workers should possess. The research also emphasises that specialised knowledge is necessary when working in the forensic social work field. The specific needs the participants mentioned in the discussion on knowledge, skills and expertise of forensic social workers must be included in the development of the training programme and addressed during training. The forensic social worker must be trained in extensive knowledge of the specialised field of forensic social work with a comprehensive understanding of all aspects of the child sexual abuse victim. The forensic social workers should receive adequate knowledge of all aspects of forensic interviewing pertaining to the child sexual abuse victim as well as to all aspects of expert witnessing. Only with adequate knowledge of sexually abused children, forensic interviewing and the court processes can the forensic social worker fully support the investigating officer, the presiding officer and the child.

7.2 What are the knowledge and needs of judicial officers concerning forensic social work training?

This question was posed to the judicial officers to establish their knowledge of the forensic social work profession and their opinion on training needs of those social workers conducting child sexual abuse assessments. Burrows and Powell (2014:233) are of the opinion that prosecutors need to play a much more integral role in the development of interviewer training guides. The judicial officers' responses are given under certain themes that came to the fore from the interviews conducted with them:

7.2.1 What is the knowledge of judicial officers with regard to what forensic social workers' work entails?

This question was asked to establish the knowledge the participants have of forensic social workers' responsibilities and to obtain their input concerning the development of a

training programme for forensic social workers. Certain themes were noted and will be highlighted and discussed in the following section:

Theme 1: Forensic social workers assist the court with information on the minor victim of sexual abuse

The judicial officers were of the opinion that forensic social workers must assist court in better understanding the sexually abused child. Their responses were as follows in this regard:

“the forensic social worker should give the court an indication of the child’s functioning, her development, upbringing, schooling, intelligence, memory and suggestibility”

“someone the court use, we want more of them, she must empower the court, not protect the child but give facts to the court in an objective manner”

“I believe it is a specialised person who deals with sexually abused minor children in criminal cases, she is programmed and trained to be able to assist the court in ascertaining the truth behind the offence”

“Forensic social work ought to be done by a registered experts, she must be educated in the field, use appropriate forensic techniques, be objective and support the credibility of the child”

“the forensic social worker should guide the court. To really establish them as specialists in courts they should qualify themselves with a PhD”

“ they assist the court, you do not work for the state prosecutor, you must help us to understand the child”

“the forensic social workers’ work is all about court work. Nothing else, not only sexual abuse investigations, any case where the child is an eyewitness or victim”

“you should assess young children the state prosecutor struggle to communicate with, this children doesn’t want to talk with us but if I send her to you, she talks with you”

The questioning of a child witness is a highly specialised task, and prosecutors and defence counsel are not trained to apply these methods (Müller & Hollely, 2009:36). Naka (2014:103) highlights the fact that the credibility of a child’s testimony depends on

the quality of the interview. Schiller and Spies (2006:36-37) mention that some prosecutors are not equipped with the necessary skills and knowledge to deal with these children. They are insensitive to the special needs of sexually abused children, and therefore contribute to the victimisation of the child during the forensic process. The researcher would like to emphasise that forensic social work training, with a view to understand the child sexual abuse victim, must reinforce the aspect in which the judicial officers are lacking. The researcher thus holds that trained forensic social workers are most needed as well as sought after in the legal domain.

Children are often re-victimised due to the fact that state prosecutors are not trained in this field. There is no formal training for legal professionals on the topic of sexual abuse with specific reference to the dynamics of sexual abuse and the long-term effects thereof. It is thus the opinion of the researcher that trained experts such as forensic social workers can contribute to child sexual abuse cases through their expert knowledge and specialised training. Barker and Branson (2000:1) contend that forensic social work is a professional specialty that focuses on the interface between society's legal and human services systems. It includes such activities as providing expert testimony in courts of law, investigating cases of possible criminal conduct, and assisting the legal system in such issues as child abuse.

In a study done by Cole (2012:17) it was highlighted that law students recognized the limits of their knowledge, and that the gaps in their knowledge may be supplemented by social workers. Butters and Vaughan-Eden (2011:61) mention in their research that forensic social work is broadly defined as the application of social work to questions and issues relating to law and legal systems. As an expert witness, the researcher's experience is that judicial officers do rely on the forensic social workers' assessment in cases of child sexual abuse. The state prosecutors are often not trained to communicate with a young child and need the assistance of a trained forensic social worker who knows how to talk to children. This forensic social worker needs to support the state by delivering testimony on all relevant aspects of the child assessed and the crime in question.

Theme 2: The court will benefit from the involvement of the forensic social workers in child sexual abuse cases.

The judicial officers were of the opinion that forensic social workers are needed in child sexual abuse cases because they expressed their need for a trained professional since

they themselves are not necessarily trained to question the child victim and therefore they depend on the involvement of the forensic social worker who is specifically trained to assess and question children. According to SAPS' forensic social work procedure manual (2006:4), courts have expressed their appreciation of and need for more social workers specialising in forensic social work. Their responses were as follows in this regard:

"it is crucial, the court need more expert forensic social workers, many magistrates do not understand the sexual abused child and I think because of that reason the forensic social workers opinion really carry weight in court"

"the forensic social worker is an objective professional who walk the distance with a child witness"

"we desperately need you because most offenders are going free, the court personal don't understand the process of the child or the evidence, most magistrates don't want to touch these cases because we've never been trained to speak with little abused children"

"absolutely, court do not know how to communicate with children the court depend on forensic social workers"

"Yes for sure, in child sexual abuse cases there is seldom an eyewitness, the forensic social workers is often the one person to confirm the child's statement"

"the forensic social workers investigation and court report is valuable for me in my cases, I would like every child to be assessed by a forensic social worker"

"we are not trained in dealing and communicating with children, we need somebody to whom the child open up, understands the language of the child, we do not know how to understand the child, is the child truthful"

"definitely, I would like every sexual abused child to be assessed by a forensic social worker, the forensic social workers explanation of the offence clarify it and it make the child more truthful"

"most child sexual abuse cases lack DNA evidence, then the forensic social workers plays a crucial role because there is no corroborative evidence the court needs the support of the forensic social workers investigation"

“yes the forensic social workers is objective, she knows how to deal with children the magistrate do not understand the child and how to communicate with them in the court situation”

Butters and Vaughan-Eden (2011:63-64) mentioned that through forensic social work we have numerous opportunities to “flex” our social work skills and assist the justice system in prescribing justice for all parties. The utilisation of social work knowledge and skills nearly always serves the interest of justice, and countless judges, prosecutors, and defence attorneys depend on social workers as their most trusted of professional allies. Forensic social workers work closely with legal counsel, including, defence attorneys, prosecutors, state attorneys or various other legal advisors. Myers (2005:218) mentions that expert testimony plays a central role in abuse litigation. To qualify as an expert on abuse, forensic social workers must possess sufficient “knowledge, skills, experience, training, and education.”

The participants were of the opinion that they do not understand all dynamics of the sexually abused child; they do not know how to talk to these children. The forensic social worker is specially trained to do this in an objective manner. It is the experience of the researcher that judicial officials could in all cases benefit from the involvement of a forensic social worker who has a comprehensive understanding of the child sexual abuse victim and adequate knowledge of all aspects of forensic interviewing and can act as expert witness in court to relay all this information to the presiding officers.

Munson (2007:69-70) makes the point that currently forensic social work is particularly important in legal actions involving very young children who are not able to speak for themselves and are barred from testifying on the grounds that young children cannot understand the concept *truthfulness*. The expert in these cases becomes a voice for the under-aged or impaired child along with the attorney representing the child. The forensic social worker utilises all prerequisite specialised trained skills and knowledge to assess these sexually abused children and delivers testimony in court on the findings. Kambam and Benedek (2010:41) estimated in their research that mental health clinicians participate in up to 1 million legal cases per annum. The involvement of social workers in the legal arena continues to grow and remains controversial.

The participants’ view corresponds with that of Sheehan (2012:412-413), namely that forensic social work is a specialist endeavour that builds on a generalist practice identity, both because of the legal requirements with which social workers must comply

and the legal parameters affecting client problems. Forensic social work is a highly specialised practice that is very court-oriented, of which the assessments are focused on assisting courts with their decisions in both criminal and civil matters. Forensic social work educates legal practitioners in issues such as family dynamics, child development, and mental health. This linkage between social work, mental health and the law suggests this is a specialist field of social work practice. The researcher bases her inserts on her education, training and more than 12 years of experience in the forensic social work field and interactions with judicial officers. The researcher holds that judicial officers should take advantage of the skills and expertise of forensic social workers when prosecuting child sexual abuse cases. Judicial officers should admit their shortcomings and accept help from other disciplines. The forensic social worker can assist court in making an informed conclusion on the case before them by: 1) doing an assessment on the case of child sexual abuse utilising all specialised knowledge and skills in an objective manner; 2) compiling a court report including all relevant information; and 3) delivering expert testimony on the case in court clarifying all inconsistencies.

7.2.2 What are the needs of judicial officers concerning forensic social work training?

This question was asked to establish what the opinion was of judicial officers working in court with child sexual abuse cases, regarding the level of training a forensic social worker should have.

Theme 1: Forensic social workers have specific tasks that are considered part of their responsibility in all child sexual abuse investigations

A theme identified in the collected data, and which was repeated in most of the interviews with the judicial officers, was their opinion the tasks of forensic social workers. The responses were as follows:

“to do an assessment on the child victim, compile a court report and to testify in court all in an objective manner and to understand what the court procedure is about”

“the forensic social worker should use legally defensible techniques to assess children, this will carry weight in court. You should compile reports and testify in court cases if you are subpoenaed”

“the primary task of any forensic social worker is the assessment of the child and the report writing is equally important and to be an expert witness”

“the task of the forensic social worker to assess the child is very important because if we do not have corroborative evidence we depend on the forensic social workers input”

“I need the forensic social worker to assist me with the evidence objectively, you are basically my assistant, you are helping me ascertain the evidence which I cannot do, I’m not trained for this, and you must understand the court procedure”

“they must have a talent to speak to children. This is a gift. Everybody hasn’t got it”

“the centre of all forensic social work cases and your point of departure is the assessment of the child in an objective and non-leading fashion you my never deviate from this”

Both the police and the public prosecution officer have to be objective in their investigation. Both prosecutors and the police have to ensure that the guilty are held accountable, but also that innocent people are not proceeded against. This means that evidence which may prove innocence also has to be investigated and acknowledged (Stridbeck & Granhag, 2010:15). Butters and Vaughan-Eden (2011:61) mention that forensic social work is broadly defined as the application of social work to questions and issues relating to law and legal systems. Barker and Branson (2000:54) stated that effective performance as an expert witness is challenging and complex. Doing it well requires considerable knowledge, experience, and social skills. The requisite knowledge includes courtroom procedures, admissibility of evidence, and the roles of the participants in court cases, as well as the specific information requested.

The researcher agrees with the participants that the main tasks of forensic social workers are assessment of the child victims, report writing and expert witnessing in court. Knowledge of the courtroom procedures is also important to forensic social workers but above all, clear communication between the prosecutor and the forensic social worker is essential. Only a trained forensic social worker is equipped to perform all these tasks highlighted by the participants. All the aspects mentioned by the judicial officers in this section of the needs analysis must be included in the training programme

for forensic social workers. Assessment of the child victims by trained forensic social workers will help the judicial officers to understand the child, to confirm the alleged crime and more details of the crime will come to light during the assessment.

The court report is an aid to convey information and conclusion to court in a structured orderly manner. Joubert and van Wyk (2014:485) mention that social workers assist the court personnel in court cases by testifying as professional experts and submitting social work forensic reports. Forensic report writing is a complex process and requires careful and meticulous attention in order to deliver a written product of outstanding quality. The forensic social worker should be trained in expert witnessing regarding the court report content and the conclusion drawn, which will be tested by prosecutors, defence attorneys and the magistrate. Expert testimony must be addressed and included in a training programme for forensic social workers.

Theme 2: The forensic social worker is an expert witness and must present to court certain information on the child and on the investigative process

A theme identified in the collected information was that the participants agreed that the forensic social workers should present to court specific information on the child. They responded as follows:

“to establish the child’s competency as a witness, the child’s level of cognitive and emotional functioning, detail about the sexual offence, the child’s ability to express himself, normal sexual development of children, body part terminology, suggestibility of the child, child’s ability to give a free narrative version of the abuse and the memory of the child”

“I want to know out of which theoretical framework the forensic investigation was done, language ability of the child, sexual knowledge of the child, body part terminology, suggestibility, the child’s ability to give a free-narrative version of the alleged sexual abuse and memory”

“The expert witness need to testify on issues such as delayed reporting, the facts of the case, elements of the crime and circumstances in which the crime was committed”

“what is normal sexual knowledge for children and what is not, suggestibility, body part terminology, cognitive and emotional development, memory and the child’s language development”

“the child’s language ability, normal sexual knowledge, body part terminology, suggestibility, the child ability to distinguish between truth and a lie, memory.

The forensic social workers are according to the researcher a fountain of knowledge in court. The forensic social worker must be knowledgeable on all aspects of child sexual abuse, when consulted as expert he/she can express an opinion on any matter requiring special knowledge by court. The aspects that were mentioned in the interviews with the participants’ from the judicial offices are noted and should be included in a training programme for forensic social workers. When assessing a child for court the child’s competency as a witness should be noted and it should be established whether the child can distinguish between the truth and a lie. The trained forensic social worker can render an important contribution in this regard. To do this the forensic social worker should take note of the child’s cognitive and emotional functioning. The child’s language ability and ability to express information of the alleged sexual abuse will be important. The researcher know out of own experience that the court want information on body part terminology and the use of idiosyncratic words. This will assist court in communication with the child. The assumption are often made by defence attorneys about the suggestibility of children and their bad memory capabilities, the specialised knowledge of the forensic social worker on this matter can educate the court in decision making.

According to Landström (2010:210) there are many legal processes that depend on information from witnesses to determine facts about criminal cases. Expert witnesses are as a rule appointed by the court. Before admitting expert testimony into a court proceeding, a judge must be satisfied that the expert has the proper credentials and that the expert’s knowledge is sound (Stridbeck & Granhag, 2010:29-30). Strömwall (2010:272) defines an expert witness as an individual who has been consulted to express opinion on any matter requiring special knowledge. The expert witness’ statement is an additional source of information for the court to use in its decision-making process. The testimony of the expert witness is considered one piece of evidence. Barker and Branson (2000:53) mention that the expert witness’ knowledge is derived from specialised, formal education, study, and experience. The role of the expert witness is to explain, to teach, and to elucidate matters beyond the ordinary layperson’s ability to understand.

7.3 What are the knowledge and needs of FCS investigating officers concerning forensic social work training?

An answer to the question stated above was obtained during the interviews with the members of the FCS Units of SAPS. All interviews were audio recorded and were transcribed. The participants' verbatim data were compared and the information that repeated during the individual interviews with the participants was colour coded. In doing so, the information was divided into themes to reflect the outcome of this study.

The participants were all experienced investigating officers with an average of 15 years' experience in child sexual abuse investigations with the researcher as forensic social workers and partner rendering services on their cases. The researcher was of the opinion that experienced FCS-units investigating officers of the SAPS knowledge and needs would be thorough with regards to developing a training programme for forensic social workers.

In order to reach the objective of this study the themes identified will be discussed next.

The researcher asked the following question:

7.3.1 What is the knowledge of FCS investigating officers on forensic social workers' tasks? (What do forensic social workers do?)

This question was asked to establish the knowledge the participants have of the tasks of a forensic social worker, but ever more so to establish their knowledge of the roles and functions of forensic social workers. According to the knowledge of this participant group, the investigating officers of the FCS Units mentioned that they see the main task of forensic social workers as being to support the investigating officer in child sexual abuse cases. Certain themes were noted in this regard and will be highlighted and discussed in the subsequent section:

Theme 1: The forensic social worker should support the investigating officer in child sexual abuse cases.

The FCS members were found to be knowledgeable about forensic social work and the most obvious roles and tasks of the forensic social worker in a child sexual abuse investigation. According to the SAPS forensic social work procedure manual (2006:4) the employment of forensic social workers was a relief for the investigating officers of FCS Units as they received support from the social workers specialising in forensic social work, The responses of the FCS Units' investigating officers were as follows:

“the forensic social worker should help the investigating officer in the investigation as soon as possible, as well as the child in the whole process to insure a guilty verdict in court”

“the child cannot explain in court what happened to her the forensic social worker should support the child in court and explain to court the impact of the trauma”

“the forensic social worker should have a background in child-development. This can assist the investigating officer in cases where a minor is involved in sexual abuse investigations”

“the forensic social worker can support the investigation process by being objective, show the necessary empathy and it must be a person with a strong opinion that can see the big picture”

“supporting the investigating officer is very important, I think the forensic social workers investigation methods should be tested and acceptable in court”

The investigating officers from the FCS Units are the forensic social workers' main partners in the investigation of child sexual abuse cases. The researcher agrees that in many child abuse cases the investigating officers need the support from the forensic social workers. The investigating officers from FCS Units and the forensic social worker should work together to uncover the truth in the case on hand. This can be done by receiving a referral from the FCS Units as soon as possible after the case has been opened. This will ensure a speedy investigation process and court-ready cases. The forensic social workers play an important role in supporting the child's statement in court and explaining to court objectively through their prerequisite specialised knowledge and forensic interviewing skills not only the impact of the trauma on the child's life but also, child-developmental factors, language, memory and suggestibility. However, all investigative methods applied by forensic social workers should be legally defensible.

Webb (2011:19) points out that a social worker attempting to assist a child does not work in a vacuum. Many other professionals often participate in the helping effort, and frequently the social worker serves as self-appointed case coordinator to facilitate sharing of information among the different helpers and to promote their collaboration in the child's best interests. Naka (2014:110) describes *consensus in forensic interviewing*

as following a multidisciplinary approach in which police officers and social workers work together. A multidisciplinary approach prevents a child from being interviewed repeatedly by different kinds of professionals, which may cause memory distortions and mental damage to the child.

Theme 2: The forensic social workers need special training to investigate sexual crimes against children

To the knowledge of this group of participants, the forensic social workers need specialised training when investigating child sexual abuse cases to assist the investigating officers of FCS Units. They responded as follows:

“my personal opinion is that the forensic social workers need to be properly trained to do this work”

“the forensic social worker have skills to talk to children, to get that statement the investigating officer could not get, I think you need special training to do that”

“I realised that the court do not understand children, the forensic social work are specially trained to deal with the child and to educate the court”

“the forensic social worker must be equipped to testify in court about her findings and her testimony must be regarded as an expert testimony and be accepted as that”

“in sexual abuse cases the investigating officers need graphic detail of the abuse. The forensic social worker is much better equipped and trained to obtain this detailed statement”

“the investigating offices do not have special tools to question children to get a statement from a difficult child as the forensic social worker do. We need more trained forensic social workers”

The researcher bases her inserts on her education, training and 12 years' experience in the forensic social work field and her interactions with investigators of the FCS Units. The investigating officers of the FCS Units often work alone when dealing with highly stressful investigations. They need properly trained forensic social workers to support them by means of their specialised knowledge and skills with regard to the assessment of child sexual abuse victims. When dealing with the sexually abused child, the interviewer needs special tools for questioning children with the aim of eliciting all

details of the alleged abuse. In many cases these details are used by the investigating officer to find new avenues to investigate. The prerequisite specialised knowledge of the forensic social worker is valuable when educating the court while delivering expert testimony and also when strengthening the case of the investigating officer.

Butters and Vaughan-Eden (2011:67) mention that forensic social workers are ethically bound to use science to inform practice and to contribute to the knowledge base through programme evaluation and original research. Munson (2007:70) stated that social workers do not generally have training in how to perform these forensic social work tasks. Social work education programmes at the baccalaureate, master's, or doctoral level do not provide academic instruction in forensic social work, and there are limited continuing education offerings in the area. It was suggested by Springer and Roberts (2007:10) that schools of social work assume leadership positions that will contribute to the inclusion of diversity and forensic content in the curriculum. According to Lanning (2002:330), the multidisciplinary approach is advantageous in avoiding duplication and making cases but also is in the best interests of the child victim. It may minimize the number of interviews and court appearances and provide the victim with the needed support. The team approach can also help investigators to deal with the stress and isolation of this work by means of the peer support provided.

7.3.2 What are the needs of FCS investigating officers concerning forensic social work training?

This question was posed to establish the needs participants have concerning forensic social work training and what they considered to be the most important. The group of participant was of the opinion that the forensic social workers make a huge contribution to the investigation by the way they interview the child. The investigating officers responded that they did not receive specialised training to conduct a forensic interview with children. According to the participants they often need a more complete statement from a child to build the case and also to confirm the statement. The participants stated that referring the child to trained forensic social workers will be beneficial to finalising the case and will act in the best interest of the child. According to the investigating officers they need trained forensic social workers for this purpose.

Theme 1: The contribution the forensic social worker makes by interviewing the child victim is valuable

The investigating officers of the FCS express their need for the involvement of the forensic social worker in interviewing child sexual abuse victims. According to them, forensic social workers trained in forensic interviewing make a valuable contribution by interviewing child sexual abuse victims. They responded as follows:

“the forensic social worker do an advance assessment with the child; it is more intense. They use techniques and obtain a much more complete statement from the child. We need that to build the case”

“the forensic social worker clarify information and if the child is competent to testify in court”

“the forensic social workers give confirmation to the investigating officer”

“the forensic social work can explain in court way children disclose the way they do, in pieces”

“in my opinion there is a lot of support for the accused but not as many for the child, the involvement of a forensic social worker support the child’s statement”

Forensic interviewing of suspected child abuse victims is a specialised skill, this is an advance assessment; legally defensible techniques are often utilised by the forensic social worker in order to elicit a more complete statement from the child. It is investigative in nature and used to obtain information to help determine whether abuse has occurred and to clarify information. Forensic interviews are most often conducted by specially trained child forensic interviewers. These interviews can provide critical evidence for both criminal and civil investigations as well as for child protection proceedings. Information from the interviews may also identify other victims, assist professionals responsible for assessing risk and safety needs of children and families, and facilitate case management decisions.

Because children are often a key source of information on alleged abuse (especially child sexual abuse), it is critical that these interviews be done competently (APSAC Practice Guidelines, 2012:3). The researcher is of opinion that forensic social workers make a valuable contribution to child sexual abuse cases of the FCS Unit. The investigating officers need the forensic social worker to establish the competency of the

child to testify, which will all be done during the forensic assessment, as well as to confirm the child's statement of abuse, to explain the process of disclosure and, through the forensic interview, support the child's statement.

Theme 2: The forensic social worker needs training in specialised knowledge and skills when conducting forensic interviews with child sexual abuse victims

The SAPS members of the FCS Unit recommended that the forensic social workers receive specialised training in how to conduct child sexual abuse investigations. Such social workers should also, as they see it, possess certain personal characteristics. They responded as follows and mentioned the areas they consider to be essential for specialised training and the skills the forensic social worker should possess:

“training in cognitive development, memory of the child, grooming”

“practical experience is a must. This work is too demanding for an inexperienced social worker”

“the forensic social worker should have excellent people skills, must be able to communicate with a child, skills to make contact with a child on the child's level, a mentally strong person“

“she must have knowledge of child development, how to conduct an interview with a child, knowledge of laws where children is involved, and the FCS processes”

“the forensic social worker must be trained to stand her ground in the court as an expert witness”

According to this participant group, there are areas in which forensic social workers need special knowledge and skills. Areas highlighted were: the cognitive development of children; memory of the children; and all aspects of grooming. The participants stated that the social worker interested in a forensic social work career should be an experienced person who can stand her ground in court as an expert witness. The investigating officers also mentioned that forensic social workers must have people skills and excellent communication skills with children. The participants were of the opinion that forensic social workers must be mentally strong and must have knowledge of laws involving children and the FCS Units' processes.

In the research of Munson (2011:39) it is mentioned that social workers need specific training as an expert witness and as a forensic mental health professional. Barker and

Branson (2000:21) state that forensic social workers must acquire superlative knowledge within their realm of expertise, the ability to communicate it, and must become known to those who would employ them. Naka (2014:107) mentions that interviews conducted without proper training jeopardizes the validity of the child's testimony. The researcher agrees that forensic social workers should be trained in different aspects as was mentioned by the participants. The person trained as a forensic social worker should also have personal skills as was mentioned e.g. experience in the social work profession before specialising as a forensic social worker, excellent people skills and be assertive in court. Some skills of a forensic social worker cannot be taught or found in text books; it forms part of the forensic social worker's personality.

8. CONCLUSION

The primary goal of this research was to explore the knowledge and needs of the participants with a view to enable the researcher to develop a training programme for forensic social workers working with child sexual abuse cases.

From the literature- and empirical study the following conclusions were drawn:

- This research found that social workers currently working in the forensic field see forensic social work as a specialised field and that one needs special skills and knowledge to be capable of practising in this field because it differs from generic social work. The professional working in the forensic field must be equipped with postgraduate training – preferably on a Master's degree level. The social workers even suggested that a selection process should be administered before allowing professionals to specialise in the forensic field. The social workers were unanimous that a training programme in South Africa is necessary and that it is essential for such a programme to be accredited at a university.
- Utilising a well-researched protocol during the forensic interview with the child is a very important first step in the assessment proses, and to enhance objectivity, limited information must be introduced to the forensic social worker in connection with the case in hand. Forensic social workers are guided by the case in hand and need prerequisite knowledge and information to conduct forensic assessments. The first objective of the study was reached, namely to explore

and determine the knowledge and needs of social workers working in the forensic field concerning forensic social work training.

- The second objective of the study was also reached, namely to determine the knowledge and needs of the judicial officers concerning forensic social work training. The judicial officers mentioned that forensic social workers are needed in child sexual abuse cases. The judicial officers were of opinion that forensic social workers assist court in better understanding sexually abused child. They stated that judicial officers are not necessarily trained to question the child victim and therefore they depend on the involvement of the forensic social worker who is specially trained to assess children. The main tasks of forensic social workers are, to do assessments with child victims; report writing; and expert witnessing in court. Knowledge of the courtroom procedures was also mentioned. The forensic social worker must be knowledgeable about all aspects of child sexual abuse. When consulted as expert he/she must be able to express an opinion on any matter involving the child sexual abuse victim; thus requiring special knowledge.
- The third objective of the study was also reached, namely to determine the knowledge and needs of the FCS investigating officers concerning forensic social work training. It was found that FCS members were knowledgeable about forensic social work and the most obvious roles and tasks of the forensic social worker in a child sexual abuse investigation. The opinion of the investigating officers was that the forensic social workers need specialised training when investigating child sexual abuse cases with a view to assist the investigating officers of FCS.
- The investigating officers of the FCS expressed their gratitude for the involvement of forensic social workers in child sexual abuse cases. According to them a forensic social worker makes a valuable contribution. The investigating officers see it to be of pivotal importance for forensic social workers to receive specialised training to enable such social workers to conduct child sexual abuse investigations. They mentioned special knowledge of child development, how to conduct an interview with a child, knowledge of laws where children are involved, and the FCS processes.

- The primary goal of this research was successfully reached, namely to explore and describe the knowledge and needs of professionals by means of a needs analysis, with a view to enable the researcher to develop a training programme for forensic social workers working with child sexual abuse cases.

9. RECOMMENDATION

- Forensic social workers should familiarise themselves with literature, they must have had adequate training, preferably on a postgraduate level, in order to qualify as an expert in the forensic social work field.
- Through research, much progress has been made over the past two decades in the field of child sexual abuse assessments. Research is an essential part of forensic social work and such social workers should develop and maintain the necessary expertise to enhance their professionalism by doing applicable research in their field of expertise on a continuous basis.
- Forensic social work is a relatively new field in the social work profession and training programmes require continuous revision – the knowledge base must be refreshed on a regular basis.
- Interviewers should be as knowledgeable as possible about new research and should regularly seek review of their work. They should strive to incorporate evidence-based best practice techniques in their assessments so that children's voices can be heard.
- As research continues and our experience grows, we will continue to learn more about how to do a better job of protecting children and holding offenders accountable.
- Forensic social workers should place high value on objectivity and must not condemn change and development in the forensic field. Feedback on research should be utilised constructively and be adjusted and changed accordingly.
- The forensic social worker should never work in isolation, but must form part of a multidiscipline team, involving the state prosecutor as well as the investigating officer of the FCS-units.
- Prerequisite specialised training as was discussed in this research and identified through the needs analysis should form part of a training programme for forensic

social workers. Forensic social workers should employ scientific methods that are legally defensible to conduct forensic assessment. Training that will support the child witness best to accurately relay information about child sexual abuse must fuel best practices.

- Postgraduate training available to forensic social workers is limited to the North-West University – the only university rendering postgraduate training in forensic practice. This makes it difficult for social workers to travel the distance to attend classes and the financial implication thereof is very high. This newly developed training programme will make training more accessible for all social workers interested in a forensic social work career, such as social workers working with child sexual abuse cases in rural areas where they can be trained internally in their organisations and receive group supervision.
- In the forensic social work field discussions, group supervision and continuous training and support with one's peers is an essential part of keeping up and remaining updated with new trends and research in the forensic social work field. Making training more accessible to social workers through in-service training will benefit child sexual abuse victims that are in need of this specialised service. Only then will we serve in the best interests of the child.

10. SUMMARY

The main aim of this article was to explore and describe the knowledge and needs of professionals with a view to develop a training programme for forensic social workers - this aim was successfully reached. By completing this needs analysis in this research article, the information obtained here and in the extensive literature study in Article 1 will provide the researcher with an understanding of what the contents should be of a training programme for forensic social workers. This programme will be developed to make training more accessible to all social workers interested in a forensic social work career. In the next article, the researcher will develop a training programme for forensic social workers to equip these social workers with knowledge and skills to conduct competent forensic assessment with sexually abused children.

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ARTICLE 3

DEVELOPING A TRAINING PROGRAMME FOR FORENSIC SOCIAL WORKERS WORKING WITH CHILD SEXUAL ABUSE

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KEY TERMS

Developing, training programme, forensic social workers, child sexual abuse

OPSOMMING

Forensiese maatskaplike werk is 'n spesialiteitsgebied in die maatskaplikewerk-professie. Hierdie spesialiteitsgebied is relatief nuut in Suid Afrika en sinvolle opleiding is skaars. Sommige navorsers is van mening dat daar professionele persone in die praktyk is wat forensiese ondersoeke onderneem sonder die nodige kennis en vaardighede. Forensiese maatskaplike werkers behoort opleiding te ontvang wat hulle toerus met resente wetenskaplik nagevorsde inligting wat in die hof verdedig kan word. Hierdie opleiding sal forensiese maatskaplike werkers toerus om alle assesseringsaspekte rakende seksueel misbruikte kinders te kan hanteer.

Die doel met die ontwikkeling van hierdie program is om opleiding beskikbaar te stel aan maatskaplike werkers wat 'n behoefte uitspreek om as spesialiste en deskundiges op die gebied van forensiese maatskaplike werk opgelei te word. Nie alle maatskaplike werkers is in 'n posisie om nagraadse kwalifikasies by 'n universiteit te bekom nie. In landelike gebiede is aanmeldings van seksuele misbruik hoog en is die behoefte aan indiens-opleiding van maatskaplike werkers op die gebied van forensiese werk groot.

Die program is saamgestel nadat 'n uitgebreide literatuurstudie oor verbandhoudende onderwerpe asook 'n behoeftebepaling gedoen is. Die navorser poog in hierdie artikel om 'n opleidingsprogram saam te stel wat die forensiese maatskaplike werker met kennis sal bemagtig en sal toerus met vaardighede vir hul taak as assesseerder en deskundige getuie in sake rakende seksuele misbruik van kinders.

1. INTRODUCTION

The focus in this article will be on the development of a training programme aimed at empowering social workers with the required knowledge and skills to conduct a legally defensible assessment in child sexual abuse cases. This training programme will assist social workers when conducting forensic assessments to assist the criminal justice system to make a fair and just decision in child sexual abuse cases. This programme will contribute to training of social workers without proper training in the forensic field and will provide updated and recent literature to previously trained forensic social workers. Forensic social work is evolving continuously and professionals need to be familiar with best practices supported research. Walker (2002:172) mentions in this regard that forensic social workers must appreciate that positive outcomes associated with even the most informative training programmes decay over time without training “boosters” designed to maintain best practices. Forensic social workers need support from their superiors and from policy-makers who provide resources necessary to implement and sustain high-quality forensic assessment practices.

The researcher is of opinion that only social workers with ground knowledge of child sexual abuse, child development (including cognitive, social and emotional development) ought to do forensic assessments with child sexual abuse victims. Untrained social workers may miss important information during the assessment process and could interpret information incorrectly. A poor assessment done by an untrained professional can have a detrimental impact on both the victim and the alleged perpetrator.

2. PROBLEM STATEMENT

Child sexual abuse, as seen by the researcher, is a serious and on-going social problem in South Africa. It is evident from the researcher’s practical experience that conviction rates of these cases are low. Many untrained professionals treading the field of forensic social work cause controversy. According to the research of Reyneke and Kruger (2006:74), 55 000 rape cases are reported annually in South Africa. These statistics reveal that an average of 60 children is raped on a daily basis in South Africa. Even more alarming is the fact that only six to seven per cent of the reported rape cases are successfully prosecuted. These statistics are according to the researcher disturbing, and forensic social workers should contribute by means of urgently intervening to assist these

victims of child sexual abuse. The researcher believes that the contribution the forensic social workers can make is to be knowledgeable and sufficiently trained for the task at hand which is to assist court in prosecuting these cases effectively.

Determining whether a child was sexually abused is a tremendous clinical and legal challenge. Child abuse is one of the most difficult crimes to detect and prosecute, in large part because there often are no witnesses except the victim. Abuse is difficult to detect because those acts are predominantly nonviolent and usually occur in secret, rendering the child the only witness. Mental health investigations and testimonies offered to prove sexual abuse cases are complicated and controversial. Poor quality mental health investigations and testimony can cause victimised children to go without protection and innocent defendants to be convicted (Myers, 2012:203-204). When child sexual abuse is suspected, the current best practice goal is to have the child interviewed by a skilled forensic interviewer. The interviewer is supposed to gather detailed information from the child that can be used in case decisions, especially strategies for assuring child safety and pursuit of offender criminal prosecution (Faller, Cordisco-Steels & Nelson-Garnell, 2010:572-573).

Mart (2010:326-327) mentions that often no evidence in child sexual abuse cases exists beyond that produced by the forensic assessment of the child who is suspected of being a victim of such abuse. Well-conducted interviews can do much in assisting fact finders to arrive at their conclusions regarding the presence or absence of child sexual abuse. Poorly conducted interviews can have tragic consequences; an abused child can be sent back to the abuser, or an innocent man or woman may spend the rest of his or her life incarcerated. Once a child's recollections are distorted by poor interviewing techniques, his or her memories cannot be restored to their original state. It is for this reason that it is absolutely essential that such interviews be conducted in a manner that effectively elicits information while minimizing the chances that the child's statements will be rendered unreliable.

Forensic interviewing of victims of child sexual abuse is a specialised skill. Cronch, Viljoen and Hansen (2006:195) are of opinion that in child sexual abuse cases, skilful forensic interviews are an important aspect in the assessment of such cases to ensure the protection of innocent individuals and the conviction of perpetrators. Unfortunately, the majority of professionals in South Africa, that conduct assessments on sexually abused children and give testimony on it in court, do so without the proper qualification or

specialised expertise (Carstens, 2006:185; Kaliski, 2006:2). The nature of a forensic interview is investigative and is used to obtain information to determine whether abuse had occurred. Therefore it is necessary for forensic interviews to be conducted by specially trained child forensic investigators. Forensic interviews can provide critical evidence for criminal child abuse investigations as well as for civil child protection proceedings (APSAC, 2012:3; Fouché, 2006:206).

It is clear that investigators interviewing children regarding sexual abuse also need to be familiar with research, best practice guidelines and an opinion regarding how to go about when interviewing children concerning possible sexual abuse (Faller, 2007:3; Tully, 2011:355). Cordisco-Steele (2012:100) supports this statement by saying: "Forensic interviews should be conducted in a developmentally sensitive and legally sound manner, utilising research and practice-informed techniques". The researcher agrees with above-mentioned researchers and is of opinion that although the forensic interviewing is an essential part of the assessment process, the forensic social worker ought to be trained specifically in all aspects of a forensic assessment process.

The International Convention on the Rights of the Child declares that children have special rights due to their extreme vulnerability compared to the power of adults in positions of authority. It is suggested that the highest degree of scholarship and professional experience is a necessary precondition for undertaking a psychosexual assessment of a child (Webster & Butcher, 2012:22). Vieth (2009:193) regards it essential for forensic social workers to have specialised training in conducting forensic assessments. The researcher agrees with the afore-mentioned researchers and their research findings contributed to the aim of the current research of developing a training programme for forensic social workers to ensure that forensic social workers do receive specialised training. Training in the forensic social work field is essential but an expensive financial lay-out. Not all social workers can afford to travel to universities to receive the must needed specialised postgraduate training. Those untrained social workers have to deal with child sexual abuse cases on a daily basis. Especially in the rural areas where most of the researcher's referrals came from in the South African Police Service, a great need for training social workers that have to deal with these cases was noticed.

In this article, the researcher will answer the following research question:

What should a training programme consist of to equip social workers with the required knowledge and skills to conduct forensic assessments with sexually abused children?

3. OBJECTIVE

To determine, by means of a literature review and empirical research from which information was gathered from experts in the field of forensic assessments during the previous phase, what the contents of a training programme should be to equip social workers with the required knowledge and skills to conduct forensic assessments with sexually abused children, and the findings will be presented in this article.

4. RESEARCH METHODOLOGY

This research identified, by means of a literature study and empirical study, the ideal content of a training programme which will equip social workers with the required knowledge and skills to conduct forensic assessments with sexually abused children. The findings will be presented in this article. Recommendations made by the participants, as reported in the previous article, were considered when developing this training programme. National and International literature was used as a foundation for developing the training programme in this research. The research methodology used in this research was a literature study.

4.1 Literature review

It became evident during the literature search conducted by the researcher that literature commenting on forensic social work training in South Africa is exceptionally sparse. Most social researchers start designing their research project with a review of literature (Babbie, 2014:463). A literature review provides insight into the dimensions and complexities of a subject (Fouché & Delport, 2011:133). Forensic assessment of child sexual abuse is a relatively new field in South Africa, with no clear-cut ethical guidelines and principles. Training programmes unique to South Africa are limited and the North-West University is the only university currently offering a postgraduate course in social work forensic practice. The literature review of international books and articles therefore served as theoretical framework and was used to contextualize the study (Delport, Fouché & Schurink, 2011:303). A careful review of the literature can save much unnecessary work and prevent the researcher from wasting time studying a problem that has already been investigated (Royse, 2011:19). Delport (2005:171) states that, to

undertake meaningful research, the researcher should have made a thorough study of the subject under review.

The central focus of this study was to develop a training programme for forensic social workers in South Africa which is legally defensible. The researcher attempted to cover every aspect of assessments of sexually abused children. Forensic assessment of child sexual abuse is a relatively new field in South Africa; hence national literature regarding this was found to be limited and a large amount of international literature was thus consulted. A wide range of literature was identified and studied, including books, academic studies, government and informal publications as well as scientific magazines. To ensure a purposeful search, the EBSCO Host: Academic Search Premier, Nexus, ERIC, Repertoire of South African Journals, Social Work Abstracts, PsycINFO, Social Sciences Index and SA Media databank were used. The results attained were used in the development and evaluation of a training programme for forensic social workers.

4.2 Programme Development

Barker (2003:342) defines the term programme as a plan and guideline for what is to be done. Social work programmes have the broad goal of enhancing individual and social change by providing services that meet individual and community needs. The researcher holds that forensic social workers in South Africa are in need of training to equip them with the required knowledge during forensic assessment in child sexual abuse cases. There is currently one University in South Africa (North-West University, Potchefstroom Campus) rendering a postgraduate accredited training in forensic practice. Because of the growing interest in forensic social work, field training programmes should also be developed and offered at different training institutes to make it more accessible to students. As previously mentioned, South Africa has a very high rate of sexual abuse cases and low conviction rate. One can naturally assume that forensic social workers as well as the victims of sexual abuse and the courts will benefit from more than one training programme offering training at different institutions.

During this research, the researcher developed a training programme suited for the South African context. Designing a social programme is a creative problem-solving process for solving complex social issues. A good programme design should incorporate sound research knowledge and best practices to determine the best fit of elements required for a programme to be effective. To design such a training

programme, the researcher did a thorough literature study on existing training programmes and their content and subsequently incorporated it with the information gathered from forensic social workers in the field. Programme design involves translating the programme objectives, with a thorough understanding of the social issue and needs of the target population, into new or improved services. The goal of programme design is to establish those services which will have the best possible chance of achieving the programme's objectives and creating measurable positive change for participants (Maine, 2011:11).

The aim and purpose of this research was to develop a training programme for forensic social workers that will equip, assist and guide them with the required knowledge and skills to conduct competent forensic assessments, act as expert witnesses and truly contribute in court cases to the presiding officer to making a fair and just decision. This programme will not replace already functioning programmes currently being utilised successfully in training but will support these programmes, as well as make training more accessible to all social workers in South Africa, interested in a career in forensic social work, that are not able to obtain a postgraduate qualification at a university.

5. DEVELOPING A TRAINING PROGRAMME FOR FORENSIC SOCIAL WORKERS WORKING WITH CHILD SEXUAL ABUSE CASES

Practitioners find interviewing children in the forensic context difficult and that it requires cognisance of a growing body of specialised knowledge which is rarely taught in the traditional training programmes (Fouché & Joubert, 2009:43). The act of eliciting reliable and detailed information from children concerning events or situations such as abuse is complex and requires specialised skills in forensic assessment of children (Powell & Snow, 2007:57). Webster and Butcher (2012:22) state that the child has the right to an assessment performed by professionals qualified to undertake the task. The researcher is of opinion that professionals can only conduct a forensic assessment competently if they are qualified by means of specialised training. Walker (2002:178) airs the following view regarding the forensic investigator's qualifications:

- Professionals conducting forensic assessments of children must be well trained in the theory of child development, as well as scientific literature on memory, language, communication and suggestibility.

- Forensic investigators should be very familiar with empirically based best practices in forensic assessment of children, including techniques for establishing rapport, explaining the purpose of the interview, establishing ground rules, eliciting the most accurate and complete reports possible, and for closing the interview.
- Professionals conducting forensic assessments with children must also familiarise themselves with respected professional guidelines and protocols that have withstood empirical scrutiny.
- Professionals must receive specific training in forensic interviewing with children, preferably protocol based, including supervised follow-up and peer review of videotaped and transcribed interviews.

It was previously discussed in the first article of this research that forensic social work is not yet recognised as a specialised field in South Africa by the South African Council for Social Service Professions (SACSSP). Although the afore-mentioned is true, the SACSSP has already years ago initiated the process of registering forensic social work as a speciality field with the SACSSP. Negotiations with Council have currently reached their last phase in this regard. For as long as the forensic social work profession does not have clearly defined set guidelines, approved by the SACSSP, the field of forensic social work will be vulnerable without a clear standard having been set for training.

5.1 Aim

The aim of developing this training programme was to empower forensic social workers with skills and knowledge to enable them to conduct competent forensic assessments on sexually abused children. Developing and writing this training programme is the seventh phase of this research study.

5.2 Content

The content of the training programme was determined by means of a literature review as reported in the first article (article 1) and empirical research methods in the second article (article 2) as were discussed previously in this research. The recommendations made during the needs analysis, as discussed in article 2, were considered when developing the training programme. The researcher concludes from this needs analysis that there is a need for the development of a training programme for social workers specialising in child sexual abuse assessments. Forensic assessments must be

conducted by specially trained child forensic investigators (APSAC, 2012:3). The professional working with the sexually abused child and acting as an expert must possess superior knowledge obtained from specialised education over a period of time, in the field of sexual abuse. The most important requirements are sufficient training, contemporary relevant knowledge and skills and the experience with sexually abused children (Spies & Carstens, 2005:38-39). The researcher holds that empowering forensic social workers with the necessary skills and knowledge will equip them for their role and functions as a forensic social worker.

This research study consisted of the following phases:

- Phase 1: Literature study**
- Phase 2: Compiling the interview schedule.**
- Phase 3: Identifying and inviting participants**
- Phase 4: Conducting individual interviews**
- Phase 5: Transcribing interviews**
- Phase 6: Coding the transcribed interviews**
- Phase 7: Writing a training programme**
- Phase 8: Evaluating the program**
- Phase 9: Transcribing and coding the focus group**

The researcher has already conducted phases 1 to 6 during the previous part of the research. During this part of the research, Phase 7, the researcher will write the training programme. The content of this training programme is provided as Addendum 1.

The programme started with an introduction and ended with an evaluation of a self-constructed questionnaire. The content and length of study units and sessions in this training programme will be discussed comprehensively. A broad spectrum of topics were covered which aimed at enhancing the social workers' knowledge and empowering those involved in this training programme. The aspects specifically identified in the needs assessment were addressed throughout the programme. A complete version follows later in this section explaining all learning outcomes and preparation needed.

5.3 The discussion of the training programme

A brief discussion of the implementation of the programme follows. The full version of the training programme (Manual) is attached as Addendum 1.

5.3.1 Study unit 1

5.3.1.1 Session 1

Objectives/outcomes of session 1

Main objective/outcome of study unit 1/session1:

Obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim

Sub-section objectives/outcome of session 1 were:

- **To introduce the lecturer to the students**
- **To introduce attendees to one another**
- **To discuss order arrangements**
- **To establish and build a relationship**
- **To outline and clarify the purpose, objectives and structure of the training programme. The prerequisite knowledge and skills/training needs of the FSW**
- **To create an atmosphere of warmth, acceptance and enjoyment**
- **To clarify the definition of forensic social work**
- **To discuss the specialised field of forensic social work**
- **To discuss the SACSSP guidelines for forensic social work training**
- **To discuss the role and functions of forensic social work**
- **To clarify the difference between forensic social work and clinical social work**
- **To discuss the impact of the work on the forensic social worker**
- **To do a summary of the programme outline of session 1 and hand out assignment for discussion in session 2**
- **To study all relevant literature provided during session 1 by the attendees to enable them to complete the assignment**
- **To utilise film-footage as part of the session, relevant to the lecture, to emphasise the influence of childhood trauma on the child's development**

and functioning

Aids for session 1

- **Ice breaker necessities**
- **Power Point monitor and accessories for slideshow presentation and viewing of film-footage**
- **Standing board with a flip chart to write on, markers**
- **Printed Study unit 1: Session 1 and reference manual containing literature pertaining to the session**
- **Forms for filling in identifying particulars of attendees**
- **Attendance list**

Content of session 1

This is an introduction session and the focus will be on the introduction of the attendants to the specialised field of forensic social work. The facilitator will welcome the attendants and introduction will follow. The attendants will introduce themselves to the rest of the group; this training includes many practical assignments in class and this will provide a starting point for interaction. This will be done by means of an icebreaker. Ice breakers can be an effective way of starting training. As interactive and often fun sessions run before the main proceedings, they help people get to know one another (Mind Tools, 2012:1). As an icebreaker, each attendant will be asked to introduce the colleague next to her/himself and name the reasons to the rest of the group why they chose to enrol for this training and what their expectations are. An attendance list will be circulated and attendants will be requested to fill in their identifying particulars as well.

The attendants will be encouraged to be cooperative and be productive in class to gain the maximum from the training programme. Attendants will be informed regarding order arrangements:

- **Classes will last strictly from 8:00 until 13:00 of each day of a lecture. Attendants will be expected to be available for class after 14:00 on dates which will be arranged with them if the lecture of the day was based on an overhead presentation or film-footage relevant to the lecture. This will also allow for sufficient time to complete theoretical assignments.**

- The training programme consists of 4 study units. Each study unit will be handed to the attendants during session 1 of each unit.
- The study unit will contain the outline of each session in the specific unit.

The aim of the study unit is:

- To highlight all outcomes of each session the attendants should achieve as well as the outcome of that specific study unit as a whole.
- During every session the attendants will be provided with literature in the form of a reference manual; the content must be studied by the attendees to enable them to complete theoretical and practical assignments so as to achieve the outcomes of each session.
- Class discussions, completion of assignments in all sessions and class tests evaluate the attendants continually, making sure attendants integrate the literature and achieve the outcomes.
- **Attendants will be expected to complete a theoretical assignment after every session for oral feedback in class the next day. This assignment must be handed in for a theoretical assignment mark.**
- **Class participation will contribute to a class participation mark in each session. Class attendance is compulsory for the successful completion of the training. Hence class preparation is important.**
- **Attendants absent from class without a medical certificate or without notifying the lecturer will result in attendants not meeting all requirements of the training programme. This will result in attendants not being allowed to complete the practical examination.**
- **Attendants will be expected to write two class tests and perform a practical examination.**
- **Each attendant will receive a schematic presentation of the content of the training programme which may be altered at the facilitator's discretion. The facilitator will briefly outline the main objectives of each study unit and link it to the purpose of the different sessions.**

After completion of the introduction phase of session 1 the facilitator will focus on the rest of the session's outcomes. To reach the main objective of study unit 1, namely to

obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim, each of the sub-section's outcomes will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to reach this session's outcomes. During session 2 the attendants should be able to give an evaluation of the outcomes of session 1 in their oral feedback on their written assignment. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge.

5.3.1.2 Session 2

Objectives/outcomes of session 2

Main objective/outcome of study unit 1/session 2:

Obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim.

Sub-section objectives/outcomes of this session were:

- **To establish whether the attendees had integrated session 1, by them giving oral feedback on the theoretical assignment of the session. This written assignment should be handed in for quality control**
- **To understand the definition of Child Sexual Abuse (CSA)**
- **To understand the different types/forms of child sexual abuse**
- **To understand incest and the influence of family systems in CSA cases**
- **To discuss intra and extra-familial CSA**
- **To have knowledge of the indicators of sexual abuse**
- **To have an understanding of what is normal sexual behaviour**
- **To understand the impact of sexual abuse on the child victim**
- **To utilise film-footage as part of the session, relevant to the lecture to emphasise the influence of childhood trauma on child development and functioning**
- **The lecturer will summarise session 2, and the second theoretical assignment for completion for the next session will be handed out in order for the attendees to fully comprehend all learning outcomes of session 2**
- **All relevant literature provided during session 2 must be studied by the attendees to enable them to complete the theoretical assignment**

Aids for session 2

- **Power Point monitor and accessories, slideshow presentation**
- **Standing board with a flip chart to write on, markers**
- **Printed Study Unit 1: Session 2 and reference manual containing literature pertaining to the session**
- **Attendance list**

Content of session 2

To reach the main objective of study unit 1, namely to obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim each of the sub-section' outcomes will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to reach this session outcomes. During session 3 the attendants should be able to give an evaluation of the outcomes of session 2 in their oral feedback on their written assignment. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge.

5.3.1.3 Session 3

Objectives/outcomes of session 3

Main objective/outcome of study unit 1/session 3:

Obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim.

Sub-section objectives/outcomes of this session were:

- **To establish whether the attendees had integrated session 2, by them giving oral feedback on the theoretical assignment of the session. This written assignment should be handed in for quality control**
- **To understand the importance of child development**
- **To discuss the different phases of cognitive development**
- **To understand the implications of child development (while the child is testifying in the courtroom)**
- **To recognize children's inconsistencies in the courtroom, which are based**

on developmental limitations

- **To understand the Socio-Emotional development of a child**
- **To understand the language development of a child by means of a case study/practise exercise**
- **To utilise film-footage as part of the session to emphasise the influence of childhood trauma on the child's development and functioning**
- **The lecturer will summarise session 3, and the third theoretical assignment for completion for the next session will be handed out in order for the attendees to fully comprehend all learning outcomes of session 3**
- **All relevant literature provided during session 3 must be studied by the attendees to enable them to complete this theoretical assignment**

Aids for session 3

- **Power Point monitor and accessories, slideshow presentation**
- **Necessary electronic equipment for film-footage**
- **Standing board with a flip chart to write on, markers**
- **Printed Study unit 1: Session 3 and reference manual containing literature pertaining to the session**
- **Attendance list**

Content of session 3

To reach the main objective of study unit 1, namely to obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim, each of the sub-section's outcomes will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to reach this session's outcomes. During session 4 the attendants should be able to give an evaluation of the outcomes of session 3 in their oral feedback on their written assignment. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge.

5.3.1.4 Session 4

Objectives/outcomes of session 4

Main objective/outcome of study unit 1/session 4:

Obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim.

Sub-section objectives/outcomes of this session were:

- **To establish whether the attendees had integrated session 3, by them giving oral feedback on the theoretical assignment of the session. This written assignment should be handed in for quality control**
- **To discuss the influence of trauma on attachment**
- **To discuss the observation of the parent-child relationship (Interactional analysis)**
- **To utilise film-footage relevant to the lecture, as part of the session to explain the relevance of observation of the parent-child relationship in the forensic field.**
- **To discuss children's suggestibility**
- **To discuss memory development and the memory recall of the child**
- **To discuss the impact of sexual abuse on the developing brain**
- **To discuss dissociation**
- **To discuss the process of disclosure**
- **To discuss the influence of safety of the child and the process of disclosure**
- **To discuss recantation and delayed reporting**
- **To discuss other factors influencing the understanding of the child sexual abuse victim:**
 - **Fantastic elements**
 - **Stockholm syndrome**
 - **CSA-accommodation Syndrome**
 - **Sexual allegations in divorce cases (SAID) – Parental Alienation**
 - **False memories**
- **The lecturer will summarise session 4, and the fourth theoretical assignment for completion for the next session will be handed out in**

order for the attendees to fully comprehend all learning outcomes of session 3

- **All relevant literature provided during session 4 must be studied by the attendees to enable them to complete this assignment**

Aids for session 4

- **Power Point monitor and accessories, slideshow presentation**
- **Necessary electronic equipment for film-footage**
- **Standing board with a flip chart to write on, markers**
- **Printed Study unit 1: Session 4 and reference manual containing literature pertaining to the session**
- **Attendance list**

Content of session 4

To reach the main objective of study unit 1, namely to obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim each of the sub-sections' outcomes will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to reach this session's outcomes. During session 5 the attendants should be able to give an evaluation of the outcomes of session 4 in their oral feedback on their written assignment. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge.

5.3.1.5 Session 5

Objectives/outcomes of session 5

Main objective/outcome of study unit 1/session 5:

Obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim.

Sub-section objectives/outcomes of this session were:

- **To establish whether the attendees had integrated session 4, by them giving oral feedback on the theoretical assignment of the session. This written assignment should be handed in for quality control.**

- To discuss the sexual offender
- To discuss the offending cycle/high risk cycle
- To discuss the types of sexual offenders
- To discuss the grooming process of the sexual offender in child sexual abuse cases
- To discuss the types of grooming
- To discuss the interview with the alleged offender
- To discuss the influence of sexual abuse on the internalized messages and consequent behaviour of the child (Internalization-model)
- To discuss and understand the theoretical trauma-genic model
- To discuss which are high-risk factors in child sexual abuse cases
- To discuss the utilisation of the polygraph/lie detection test in child sexual abuse cases
- The lecturer will summarise session 5, and the fifth theoretical assignment for completion for the next session will be handed out in order for the attendees to fully comprehend all learning outcomes of session 3
- All relevant literature provided during session 5 must be studied by the attendees to enable them to complete this assignment
- The attendees will be expected to complete a practical assignment at the end of study unit 1:
 - To make a DVD recording on the assessment of the cognitive development of a child in a cognitive developmental phase of their choice
 - The attendees will be expected to utilise the National Child Advocacy Centre (NCAC) Online Training and complete the Child development 101 training attached
 - The attendees will be expected to integrate and study all relevant material of study unit 1 for the first written class test that will commence during session 1 of study unit 2

Aids for session 5

- Power Point monitor and accessories, slideshow presentation
- Necessary electronic equipment for film-footage and internet accessibility
- Standing board with a flip chart to write on, markers

- **Printed Study unit 1: Session 5 and reference manual containing literature pertaining to the session**
- **Attendance list**

Content of session 5

To reach the main objective of study unit 1, namely to obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim, each of the sub-sections' outcomes will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to reach this session's outcomes. During study unit 2, session 1 the attendants should be able to give an evaluation of the outcomes of session 5 in their oral feedback on their written assignment. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge.

5.3.2 Study unit 2

5.3.2.1 Session1

Objectives/outcomes of session 1

Main objective/outcome of study unit 2/session 1:

Obtain adequate knowledge concerning all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases

Sub-section objectives/outcomes of this session were:

- **To establish whether the attendees had integrated study unit 1, by them writing class test 1 for quality control**
- **To establish whether the attendees had integrated session 5 of study unit 1, by them giving oral feedback on the theoretical assignment in session 1 of study unit 2, this written assignment should be handed in for quality control**
- **To discuss the forensic interviewing of sexually abused children**
- **To discuss the pre-forensic interview/assessment**
- **To discuss the purpose of the forensic interview**
- **To discuss the phases of forensic interviewing**
- **To discuss the choice of an interview protocol**

- To discuss the choice of a model in child sexual abuse assessments
- To discuss the different types of questions
- To discuss the different assessment techniques/media utilised in child sexual abuse assessments
- To discuss how to determine a child's competency to testify
- The unit include: a lecture based on an overhead presentation or film-footage relevant to the lecture
- The lecturer will summarise session 1 and a theoretical assignment for completion for the next session will be handed out in order for the attendees to fully comprehend all learning outcomes of session 1
- All relevant literature provided during session 1 must be studied by the attendees to enable them to complete this assignment

Aids for session 1

- Power Point monitor and accessories, slideshow presentation
- Necessary electronic equipment for film-footage and internet accessibility
- Standing board with a flip chart to write on, markers
- Printed Study unit 1: Session 5 and reference manual containing literature pertaining to the session
- Attendance list

Content of session 1

To reach the main objective of this study unit 2, namely to obtain adequate knowledge concerning all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases each of the sub-sections outcomes will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to reach this session's outcomes. During session 2 the attendants should be able to give an evaluation of the outcomes of session 1 in their oral feedback on their written assignment. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge.

5.3.2.2 Session 2

Objectives/outcomes of session 2

Main objective/outcome of study unit 2/session 2:

Obtain adequate knowledge concerning all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases

Sub-section objectives/outcomes of this session were:

- **To establish whether the attendees had integrated session 1, by them giving oral feedback on the theoretical assignment of the session. This written assignment should be handed in for quality control.**
- **To discuss forensic interviewing (continued)**
- **To utilise a role-play/ practise exercise to integrate the forensic interviewing discussion**
- **To discuss children with special needs focussing on disabled children and very young children, and on cultural sensitivity**
- **To discuss the utilisation of interpreters in forensic assessments of child sexual abuse victims**
- **To discuss the impact of multiple interviews/repeated interviewing of children**
- **The lecturer will summarise session 2, and a theoretical assignment for completion for the next session will be handed out in order for the attendees to fully comprehend all learning outcomes of session 2**
- **All relevant literature provided during session 2 must be studied by the attendees to enable them to complete this assignment**

Aids for session 2

- **Power Point monitor and accessories, slideshow presentation**
 - **Necessary electronic equipment for film-footage and internet accessibility**
 - **Standing board with a flip chart to write on, markers**
 - **Printed Study unit 1: Session 5 and reference manual containing literature pertaining to the session**
 - **Attendance list**
-

Content of session 2

To reach the main objective of this study unit 2, namely to obtain adequate knowledge concerning all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases, each of the sub-section's outcomes will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to reach this session's outcomes. During session 3 the attendants should be able to give an evaluation of the outcomes of session 2 in their oral feedback on their written assignment. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge.

5.3.2.3 Session 3

Objectives/outcomes of session 3

Main objective/outcome of study unit 2/session 3:

Obtain adequate knowledge concerning all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases

Sub-section objectives/outcomes of this session were:

- To establish whether the attendees had integrated session 2, by them giving oral feedback on the theoretical assignment of the session. This written assignment should be handed in for quality control
- To discuss the importance of gathering corroborating/collateral information
- To discuss the interview with the non-offending parent
- To discuss the importance of other interviews and the recording of interviews
- Determining the likelihood of a true allegation of sexual abuse vs. detecting deception in children
- The lecturer will summarise session 3, and a theoretical assignment for completion for the next session will be handed out in order for the attendees to fully comprehend all learning outcomes of session 3
- All relevant literature provided during session 3 must be studied by the attendees to enable them to complete this assignment

Aids for session 3

- **Power Point monitor and accessories, slideshow presentation**
- **Necessary electronic equipment for film-footage and internet accessibility**
- **Standing board with a flip chart to write on, markers**
- **Printed Study unit 1: Session 5 and reference manual containing literature pertaining to the session**
- **Attendance list**

Content of session 3

To reach the main objective of this study unit 2, namely to obtain adequate knowledge concerning all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases, each of the sub-sections' outcomes will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to reach this session's outcomes. During session 4 the attendants should be able to give an evaluation of the outcomes of session 3 in their oral feedback on their written assignment. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge

5.3.2.4 Session 4

Objectives/outcomes of session 4

Main objective/outcome of study unit 2/session 3:

Obtain adequate knowledge concerning all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases

Sub-section objectives/outcomes of this session were:

- **To establish whether the attendees had integrated session 3, by them giving oral feedback on the theoretical assignment of the session. This written assignment should be handed in for quality control**
- **To discuss the legal aspects: Applying South African law to sexual offence cases**
- **To discuss court procedures**
- **To discuss the Criminal Law Sexual Offences and Related Matters**

Amendment Act. 32 of 2007

- **To discuss Films and Publication Act 65 of 1996**
- **Legislation regarding the Prescribed Minimum Sentences Act 105 of 1997**
- **To discuss the Children's Act 38 of 2005**
- **To discuss the Child Justice Act 75 of 2008**
- **To discuss the writing of a court report**
- **The unit includes: a lecture based on an overhead presentation or film-footage relevant to the lecture**
- **The lecturer will summarise session 4, and a theoretical assignment for completion for the next session will be handed out in order for the attendees to fully comprehend all learning outcomes of session 4**
- **All relevant literature provided during session 4 must be studied by the attendees to enable them to complete this assignment**

Aids for session 4

- **Power Point monitor and accessories, slideshow presentation**
- **Necessary electronic equipment for film-footage and internet accessibility**
- **Standing board with a flip chart to write on, markers**
- **Printed Study unit 1: Session 5 and reference manual containing literature pertaining to the session**
- **Attendance list**

Content of session 4

This class discussion will be led by a guest facilitator – a judicial officer with specialised training in prosecuting child sexual abuse. To reach the main objective of this study unit 2, namely to obtain adequate knowledge concerning all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases, each of the sub-sections' outcomes will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to reach this session's outcomes. During session 5 the attendants should be able to give an evaluation of the outcomes of session 4 in their oral feedback on their written assignment. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge.

5.3.2.5 Session 5

Objectives/outcomes of session 5

Main objective/outcome of study unit 2/session 5:

Obtain adequate knowledge concerning all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases

Sub-section objectives/outcomes of this session were:

- To establish whether the attendees had integrated session 3, by them giving oral feedback on the theoretical assignment of the session. This written assignment should be handed in for quality control
- To discuss the role of the psychologist in CSA assessments
- To discuss when to refer the CSA victim
- The lecturer will summarise session 4, and a theoretical assignment for completion for the next session will be handed out in order for the attendees to fully comprehend all learning outcomes of session 4
- All relevant literature provided during session 4 must be studied by the attendees to enable them to complete this assignment.
- The attendees will be expected to complete a practical assignment at the end of study unit 2
 - To make a DVD recording on the forensic assessment of a child
 - The attendees will be expected to utilise the National Child Advocacy Centre (NCAC) Online Training and complete the following:
 - Most common mistakes made in forensic interviews and how to fix them.
 - Four W's and an H: Addressing the Who, What, Where, When and How of child assessment technology
 - Interviewing preschool children
 - Filtering information – Utilising interpreters in investigative interviews
 - Forensic interviewing skills for working with child abuse victims with cognitive or communication impairments

Aids for session 5

- **Power Point monitor and accessories, slideshow presentation**
- **Necessary electronic equipment for film-footage and internet accessibility**
- **Standing board with a flip chart to write on, markers**
- **Printed Study unit 1: Session 5 and reference manual containing literature pertaining to the session**
- **Attendance list**

Content of session 5

This class discussion will be led by a guest facilitator, a psychologist with specialised training in forensic investigations of child sexual abuse. To reach the main objective of this study unit 2, namely to obtain adequate knowledge concerning all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases, each of the sub-sections' outcomes will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to reach this session's outcomes. During study unit 3, session 1 the attendants should be able to give an evaluation of the outcomes of session 5 in their oral feedback on their written assignment. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge.

5.3.3 Study unit 3

5.3.3.1 Session 1

Objectives/outcomes of session 1

Main objective/outcome of study unit 3/session 1:

Analyse whether the required knowledge and skills obtained were fully comprehended and integrated, by letting the attendees perform a practical examination

Sub-section objectives/outcomes of this session were:

- **To establish whether the attendees had integrated study unit 2, by them writing class test 2 for quality control**
- **To establish whether the attendees had integrated session 5 of study unit 2, by them giving oral feedback on the theoretical assignment of the**

session. This written assignment should be handed in for quality control

- To perform a practical examination in order for the attendees to fully comprehend and integrate all learning outcomes of the forensic interviewing sessions**
- To discuss the outcome of every assessment in class**

Aids for session 1

- Power Point monitor and accessories, slideshow presentation**
- Necessary electronic equipment for film-footage and internet accessibility**
- Standing board with a flip chart to write on, markers**
- Printed Study unit 1: Session 5**
- Attendance list**

Content of session 1

To reach the main objective of this study unit 3, namely to analyse whether the required knowledge and skills obtained were fully comprehended and integrated, by letting the attendees perform a practical examination. The attendants should be able to conduct a forensic interview with a child during a practical examination. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge and skills.

5.3.3.2 Session 2

Objectives/outcomes of session 2

Main objective/outcome of study unit 3/session 2:

Analyse whether the required knowledge and skills obtained were fully comprehended and integrated, by letting the attendees perform a practical examination

Sub-section objectives/outcomes of this session were:

- To perform a practical examination in order for the attendees to fully comprehend and integrate all learning outcomes of the forensic interviewing sessions**
- To discuss the outcome of every assessment in class**

Aids for session 2

- **Power Point monitor and accessories, slideshow presentation**
- **Necessary electronic equipment for film-footage and internet accessibility**
- **Standing board with a flip chart to write on, markers**
- **Printed Study unit 1: Session 5**
- **Attendance list**

Content of session 2

To reach the main objective of this study unit 3, namely to analyse whether the required knowledge and skills obtained were fully comprehended and integrated, by letting the attendees perform a practical examination. The attendants should be able to conduct a forensic interview with a child during a practical examination. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge and skills.

5.3.3.3 Session 3

Objectives/outcomes of session 3

Main objective/outcome of study unit 3/session 3:

Analyse whether the required knowledge and skills obtained were fully comprehended and integrated, by letting the attendees perform a practical examination

Sub-section objectives/outcomes of this session were:

- **To perform a practical examination in order for the attendees to fully comprehend and integrate all learning outcomes of the forensic interviewing sessions**
- **To discuss the outcome of every assessment in class**

Aids for session 3

- **Power Point monitor and accessories, slideshow presentation**
- **Necessary electronic equipment for film-footage and internet accessibility**
- **Standing board with a flip chart to write on, markers**
- **Printed Study unit 1: Session 5**
- **Attendance list**

Content of session 3

To reach the main objective of this study unit 3, namely to analyse whether the required knowledge and skills obtained were fully comprehended and integrated, by letting the attendees perform a practical examination. The attendants should be able to conduct a forensic interview with a child during a practical examination. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge and skills.

5.3.3.4 Session 4

Objectives/outcomes of session 4

Main objective/outcome of study unit 3/session 4:

Analyse whether the required knowledge and skills obtained were fully comprehended and integrated, by letting the attendees perform a practical examination

Sub-section objectives/outcomes of this session were:

- **To let the attendees perform a practical examination in order for them to fully comprehend and integrate all learning outcomes of the forensic interviewing sessions**
- **To discuss the outcome of every assessment in class**

Aids for session 4

- **Power Point monitor and accessories, slideshow presentation**
- **Necessary electronic equipment for film-footage and internet accessibility**
- **Standing board with a flip chart to write on, markers**
- **Printed Study unit 1: Session 5**
- **Attendance list**

Content of session 4

To reach the main objective of this study unit 3, namely to analyse whether the required knowledge and skills obtained were fully comprehended and integrated, by letting the attendees perform a practical examination. The attendants should be able to conduct a forensic interview with a child during a practical examination. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge and skills.

5.3.3.5 Session 5

Objectives/outcomes of session 5

Main objective/outcome of study unit 3/session 5:

Analyse whether the required knowledge and skills obtained were fully comprehended and integrated, by letting the attendees perform a practical examination

Sub-section objectives/outcomes of this session were:

- **To perform a practical examination in order for the attendees to fully comprehend and integrate all learning outcomes of the forensic interviewing sessions**
- **To discuss the outcome of every assessment in class**
- **The attendees will be expected to complete a practical assignment at the end of study unit 3:**
- **Prepare a court report on the practical examination child for a mock court during study unit 4**
- **National Child Advocacy Centre Online Training: Providing expert testimony in CSA cases**

Aids for session 5

- **Power Point monitor and accessories, slideshow presentation**
- **Necessary electronic equipment for film-footage and internet accessibility**
- **Standing board with a flip chart to write on, markers**
- **Printed Study unit 1: Session 5**
- **Attendance list**

Content of session 5

To reach the main objective of this study unit 3, namely to analyse whether the required knowledge and skills obtained were fully comprehended and integrated, by letting the attendees perform a practical examination. The attendants should be able to conduct a forensic interview with a child during a practical examination. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge and skills.

5.3.4 Study unit 4

5.3.4.1 Session 1

Objectives/outcomes of session 1

Main objective/outcome of study unit 4/session 1:

Obtain knowledge concerning all aspects of expert witnessing and be able to analyse, and thereby demonstrate that all expectations of being an expert witness were fully comprehended and integrated

Sub-section objectives/outcomes of this session were:

- **To establish whether the attendees had integrated session 1, by them giving oral feedback on the theoretical assignment of the session. This written assignment should be handed in for quality control**
- **To discuss medical evidence in child sexual abuse assessments**
- **The lecturer will summarise session 2, and a theoretical assignment for completion for the next session will be handed out in order for the attendees to fully comprehend all learning outcomes of session 2**
- **All relevant literature provided during session 1 must be studied by the attendees to enable them to complete this assignment**

Aids for session 1

- **Power Point monitor and accessories, slideshow presentation**
- **Necessary electronic equipment for film-footage and internet accessibility**
- **Standing board with a flip chart to write on, markers**
- **Printed Study unit 1: Session 1 and reference manual containing literature pertaining to the session**
- **Attendance list**

Content of session 1

This class discussion will be led by a guest facilitator, a medical doctor with specialised training in child sexual abuse investigations. To reach the main objective of this study unit 4, namely to obtain knowledge concerning all aspects of expert witnessing and to be able to analyse, and thereby demonstrate that all expectations of being an expert witness were fully comprehended and integrated, each of the sub-sections' outcomes will be discussed in class by the facilitator. All relevant literature will be made available

to the attendants to reach this session's outcomes. During session 2 the attendants should be able to give an evaluation of the outcomes of session 1 in their oral feedback on their written assignment. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge.

5.3.4.2 Session 2

Objectives/outcomes of session 2

Main objective/outcome of study unit 4/session 2:

Obtain knowledge concerning all aspects of expert witnessing and be able to analyse, and thereby demonstrate that all expectations of being an expert witness were fully comprehended and integrated

Sub-section objectives/outcomes of this session were:

- **To establish whether the attendees had integrated session 5 of study unit 3, by them giving oral feedback on the theoretical assignment of the session. This written assignment (court report) should be handed in for quality control.**
- **To discuss the forensic social worker as an expert witness**
- **To discuss the nature of an expert witness**
- **To discuss the requirements to be an expert witness**
- **To discuss the preparation for expert testimony**
- **To discuss the structure for compiling a court CV**
- **The lecturer will summarise session 1 and a theoretical assignment for completion for the next session will be handed out in order for the attendees to fully comprehend all learning outcomes of session 1**
- **All relevant literature provided during session 1 must be studied by the attendees to enable them to complete this assignment.**

Aids for session 2

- **Power Point monitor and accessories, slideshow presentation**
- **Necessary electronic equipment for film-footage and internet accessibility**
- **Standing board with a flip chart to write on, markers**
- **Printed Study unit 1: Session 1 and reference manual containing literature**

pertaining to the session

- **Attendance list**

Content of session 2

To reach the main objective of this study unit 4, namely to obtain knowledge concerning all aspects of expert witnessing and to be able to analyse, and thereby demonstrate that all expectations of being an expert witness were fully comprehended and integrated, each of the sub-section outcomes will be discussed in class by the facilitator. If applicable, all relevant literature will be made available to the attendants to reach this session's outcomes. During session 3 the attendants should be able to give an evaluation of the outcomes of session 2 in their oral feedback on their written assignment. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge.

5.3.4.3 Session 3

Objectives/outcomes of session 3

Main objective/outcome of study unit 4/session 3:

Obtain knowledge concerning all aspects of expert witnessing and be able to analyse, and thereby demonstrate that all expectations of being an expert witness were fully comprehended and integrated

Sub-section objectives/outcomes of this session were:

- **To establish whether the attendees had integrated session 2, by them giving oral feedback on the theoretical assignment of the session. This written assignment should be handed in for quality control.**
- **To discuss with the attendees expert testimony and the questions that will be put to the expert in court**
- **To integrate the objective/outcome by letting the attendees perform a practise exercise in the form of role-play**
- **The assignment will include preparation for mock court**

Aids for session 3

- **Power Point monitor and accessories, slideshow presentation**
- **Necessary electronic equipment for film-footage and internet accessibility**
- **Standing board with a flip chart to write on, markers**
- **Printed Study unit 1: Session 3 and reference manual containing literature pertaining to the session**
- **Attendance list**

Content of session 3

To reach the main objective of this study unit 4, namely to obtain knowledge concerning all aspects of expert witnessing and to be able to analyse, and thereby demonstrate that all expectations of being an expert witness were fully comprehended and integrated, each of the sub-sections' outcomes will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to reach this session's outcomes. During session 4 the attendants should be able to give an evaluation of the outcomes of study unit 4 during a mock court scenario. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and had integrated the required knowledge.

5.3.4.4 Session 4

Objectives/outcomes of session 4

Main objective/outcome of study unit 4/session 4:

Obtain knowledge concerning all aspects of expert witnessing and be able to analyse, and thereby demonstrate that all expectations of being an expert witness were fully comprehended and integrated

Sub-section objectives/outcomes of this session were:

- **The attendees will integrate the newly found knowledge by partaking in a mock court scenario**
- **The facilitator will summarise, and the outcome will be discussed in class**

Aids for session 4

- **Power Point monitor and accessories, slideshow presentation**
- **Necessary electronic equipment for film-footage and internet accessibility**
- **Standing board with a flip chart to write on, markers**
- **Attendance list**

Content of session 4

To reach the main objective of this study unit 4, namely to obtain knowledge concerning all aspects of expert witnessing and to be able to analyse, and thereby demonstrate that all expectations of being an expert witness were fully comprehended and integrated, each of the sub-sections' outcomes will be discussed in class by the facilitator. Relevant literature will be made available to the attendants to reach this session's outcomes. During session 4 the attendants should be able to give an evaluation of the outcomes of study unit 4 during a mock court scenario. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge.

5.3.4.5 Session 5

Objectives/outcomes of session 5

Main objective/outcome of study unit 4/session 5:

Obtain knowledge concerning all aspects of expert witnessing and be able to analyse, and thereby demonstrate that all expectations of being an expert witness were fully comprehended and integrated

Sub-section objectives/outcomes of this session were:

- **The attendees will integrate the newly found knowledge by partaking in a mock court scenario**
- **The facilitator will summarise, and the outcome will be discussed in class**
- **Evaluation of programme**

Aids for session 5

- **Power Point monitor and accessories, slideshow presentation**
- **Necessary electronic equipment for film-footage and internet accessibility**
- **Standing board with a flip chart to write on, markers**
- **Questionnaires to evaluate programme**
- **Attendance list**

Content of session 5

To reach the main objective of study unit 4, namely to obtain knowledge concerning all aspects of expert witnessing and to be able to analyse, and thereby demonstrate that all expectations of being an expert witness were fully comprehended and integrated, each of the sub-sections' outcomes will be discussed in class by the facilitator. Relevant literature will be made available to the attendants to reach this session's outcomes. During session 5 the attendants should be able to give an evaluation of the outcomes of study unit 4 during a mock court scenario. This will be done in order for the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the required knowledge.

6. DISCUSSION

- Child sexual abuse is a serious and on-going social problem in South Africa; detecting and prosecuting these crimes are difficult and conviction rates are low.
- Assessing child sexual abuse victims is a challenging task; all children have the right to be assessed by professionals qualified to undertake this task.
- Poor-quality investigations and testimony from untrained social workers can cause victimised children to go without protection and innocent defendants to be convicted. Poorly conducted interviews can have tragic consequences.
- On the contrary, well-conducted interviews by trained professionals can do much in assisting the court in arriving at its conclusions regarding the presence or absence of child sexual abuse and minimizing the chances of the child's statements being rendered unreliable due to distortion as a result of poor interviewing techniques.

- The literature study done as well as the needs analysis confirmed that professionals conducting forensic assessments must possess a postgraduate qualification as well as knowledge of child assessments, expert testimony and all aspects of child sexual abuse. Forensic assessments must be conducted by specially trained child forensic investigators.
- This training programme is designed to address the training needs of forensic social workers – to equip these social workers interested in a career in forensic social work with prerequisite knowledge. This training programme will enable social workers to obtain postgraduate training. The training will be provided to interested social workers as an in-service training option as an intern at the organisation where they are working.
- Social workers interested in a postgraduate qualification in the forensic field need an accessible well-researched training programme. Many social workers working in rural areas deal with sexual abuse on a daily basis. It is not always affordable and practical for these social workers to travel far distances to universities to enrol for a forensic social work training programme for a postgraduate qualification.
- This programme will make training more accessible to all social workers interested in a forensic social work career, such as social workers working with child sexual abuse cases in rural areas.
- The researcher works in rural areas in the Limpopo Province and on a daily basis experiences the high incidence of reported child sexual abuse cases to the South African Police Service.
- To address this issue of social workers working in rural areas, conducting forensic assessment without proper training; they could be trained intern by the organisation they work for if a well-researched training programme could be provided. Because of the growing interest in the forensic social work field, training programmes should also be developed and offered at different training institutes to make it more accessible for students.
- This article focussed on the development of a training programme for forensic social workers working with child sexual abuse. The aim of the article was to

empower forensic social workers with the necessary skills and knowledge to be able to conduct competent forensic assessments on sexually abused children.

- The researcher developed this training programme by means of a thorough literature study and the results obtained from professionals involved in child sexual abuse assessments, as reported in the previous article where the needs analysis was done.
- The researcher included different learning outcomes in this training programme after the literature study and a needs assessment previously done highlight it. The findings of the needs assessment also confirmed the learning outcome of this programme. The researcher also contributed by included learning outcomes gained from personal experience in the forensic social work field during the last 12 years.
- The training programme alternates activities that include; class discussions, self-studies, role-play, presentations by attendants, case studies, practical and theoretical assignments, practical and theoretical class tests, National Child Advocacy Centre(NCAC) on-line training, mock court scenario, guest speakers relevant to the objective/outcome of the session, and utilising an overhead presentation or film-footage relevant to the lecture to integrate theoretical information.
- One can naturally assume that forensic social workers as well as the victims of sexual abuse and the courts will benefit from more than one training programme offering training at different institutions.
- The development of a training programme could attempt to address this burning issue of untrained social workers assessing the child sexual abuse victims. This training programme could be made available for training these social workers; thus making training readily available to them and equipping them with the required knowledge and skills to conduct competent forensic assessments with sexually abused children.
- The researcher concluded from the needs analysis that a training programme could also focus on continuous development of skills and knowledge of social workers already trained in the forensic field due to the fact that forensic social work is always evolving. Continuing education in forensic social work will

contribute to improving assistance to the sexually abused child and to assisting the court to make a fair and just decision.

- In conclusion it must be emphasised that, for as long as the forensic social work profession does not have clearly defined guidelines approved by the SACSSP, the field of forensic social work will be vulnerable without a clear standard having been set for training.

7. SUMMARY

The forensic social work field is relatively new in the South African context, with limited research available. As mentioned earlier several times during this research, social workers need specialised skills, knowledge and training to be able to conduct child sexual abuse assessments. The training programmes available in South Africa are lectured at universities on a postgraduate level. In South Africa only one University renders this postgraduate degree in forensic practice. Many social workers need to receive this specialised training and are willing to be trained, but the distance to travel and the financial commitment this entails makes it impossible. The researcher thus developed a training programme to assist in in-service training of these social workers. This training programme will empower social workers with the required knowledge and skills to conduct competent child sexual abuse investigations and assessments.

The process of planning and compiling the training programme was explained. The main focus of this article was on the content of the developed training programme. The discussions were structured, comprehensively providing objectives and content of each study unit and session. The following article provides an evaluation of the training programme.

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ARTICLE 4

EVALUATION OF A TRAINING PROGRAMME DEVELOPED FOR FORENSIC SOCIAL WORKERS WORKING WITH CHILD SEXUAL ABUSE

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KEY TERMS

Evaluation, training programme, developed, forensic social workers, child sexual abuse.

OPSOMMING

Die navorser het 'n opleidingsprogram ontwikkel wat benut kan word tydens die opleiding van forensiese maatskaplike werkers. In hierdie artikel is die opleidingsprogram deur 'n paneel respondente wat betrokke is by ondersoeke na seksuele misbruik van kinders geëvalueer. Die respondente wat betrokke was by die evaluering het landdroste, staatsaanklaers, deskundiges op die gebied van forensiese ondersoeke sowel as ondersoekbeamptes van die Suid Afrikaanse Polisie Diens se Gesinsgeweld, Kindermishandeling en Seksuele misdrywe-eenheid ingesluit.

1. INTRODUCTION

In the previous article, the researcher discussed the training programme for social workers interested in forensic assessments of children that had been sexually abused and act as an expert witness in criminal court. This training programme was designed to and aimed at addressing the training needs of forensic social workers working with child sexual abuse cases. The training programme focussed on equipping these social workers interested in a career in forensic social work with prerequisite knowledge and on empowering them to do such specialised work.

In this article, a panel of participants were identified and invited to a focus group discussion to evaluate the content of the training programme. The outcome of the focus group session will be discussed during the course of the article. Recommendations for

the adaptation of the training programme made by the participants will also be discussed.

2. PROBLEM STATEMENT

The researcher is of opinion that forensic social work is one of the most rapidly growing subfields in the social work profession. By noticing a steady publication rate of textbooks; articles in journals and the Master's Programme at the North-West University in forensic practice, we realised that the interest in forensic practice has become increasingly popular. However, postgraduate training available to forensic social workers in South Africa is limited to the North-West University. This makes it difficult for social workers to travel the distance to attend classes and the financial implication thereof is very high. Training should be more accessible to all social workers interested in a forensic social work career, such as social workers working with child sexual abuse cases in rural areas where they can receive in-service training through their organisations. Forensic social work is a difficult and challenging profession which needs specialised training. One approach to this problem is by developing educational initiatives. This training programme will attempt to address these training needs of social workers interested in forensic assessments of sexually abused children and for such social workers to be competent to act as expert witnesses in criminal courts.

Social workers have the responsibility of acting as expert witnesses in court regarding cases of child sexual abuse and of drawing conclusions, reporting on findings and making recommendations in this regard. Social workers working in the field where they have to assess children for the criminal court do not always have the skills, knowledge or experience to be experts. Many professionals working with cases of child sexual abuse experience uncertainty and insecurity during these investigations (Cussons & Strydom, 2013:60). In South Africa, sexual abuse of children is a major problem, since the number of sexual abuse cases is alarmingly high (Fouché & Joubert, 2003:12). Powell, Fischer and Hughes-Scholes (2008a:214) are of opinion that forensic interviewing of children is a complex task which involves an array of skills as well as competencies.

To ensure that the evidence obtained from a child witness is both accurate and admissible in a criminal court, investigative social workers giving testimony in court on behalf of such children require specialised training (Powell, Fischer & Hughes-Scholes,

2008b:1007) and knowledge. Researchers reported a significant improvement in the quality of child witnesses' interviews once the investigators had been trained (Powell *et al.*, 2008a:214). Spies and Carstens (2005:38) are of opinion that social workers with a degree in social work, working with sexually abused children, do not qualify as experts and must therefore not attempt to give expert testimony in court. Cronch, Viljoen and Hansen (2006:195) are convinced that in child sexual abuse cases, skilful forensic interviews are an important aspect in the investigation into such cases in order to ensure protection of innocent individuals and conviction of perpetrators. Unfortunately, the majority of professionals in South Africa conducting assessments on sexually abused children and giving testimony on it in court do so without the proper qualification or specialised expertise (Carstens, 2006:185; Kaliski, 2006:2).

Considering all of the above mentioned researchers' opinions, as well as the fact that training for social workers in the forensic field is limited and many social workers practise forensic social work without proper training, the researcher developed a training programme that will assist in the training of social workers interested in forensic assessments of children that had been sexually abused, and for them to be able to act proficiently as experts in criminal courts when giving testimony in such courts on behalf of these children. Following from the preceding discussion, the research question was formulated as follows:

- *How will South African professional role-players working with child sexual abuse cases evaluate the training programme?*

3. OBJECTIVE

To evaluate the newly developed training programme by means of an empirical study by involving professional role-players working with child sexual abuse cases.

4. RESEARCH METHODOLOGY

The method for this research comprised a literature study and an empirical study.

4.1 Literature study

Rubin and Babbie (2011:143) are of opinion that one of the most important steps, not only in the problem formulation phase but also in the entire process of designing a study, is reviewing existing literature. A search was conducted in view of tracing the existing literature on training programmes and prerequisite knowledge needed by

forensic social workers in cases of child sexual abuse. Attention was further fixed on additional aspects forensic social workers must be knowledgeable about in order to conduct a successful forensic assessment, such as all aspects of child development and the correct questioning strategies. The central focus of this study was to develop a training programme for social workers in South Africa interested in forensic assessments of children that had been sexually abused, and for them to be able to act proficiently as experts in criminal courts when giving testimony in such courts on behalf of these children.

Bailey (2007:43) states that reading a wide range of literature facilitates the analysis process. In order to identify appropriate sources, the following databases were used: NEXUS; Scholarly journal; Social Science Index; Social Work Abstracts; ERIC; RSAT; EbscoHost; PsycLit; Questia online library; and Catalogue – Ferdinand Postma Library, North-West University, Potchefstroom Campus.

4.2 Empirical study

This research was conducted in accordance with the following aspects:

4.2.1 Research design

The empirical study was conducted by means of a qualitative research approach. The researcher was of opinion that this approach will be best suited for this research. A qualitative approach is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014:4). During qualitative research, the researcher is concerned with describing and understanding, rather than explaining or predicting human behaviour (Babbie & Mouton, 2001:53). A qualitative study is concerned with non-statistical methods as well as small samples that are often purposively selected. The unit of analysis is holistic and concentrates on the relationship between elements and contexts (Fouché & Delport, 2011:65-66). The interpretation of collected data forms part of qualitative research. Creswell (2003:18) is of opinion that qualitative data are primarily collected with the intent of developing themes from the data. The researcher seeks to establish the meaning of a phenomenon from the views of participants (Creswell, 2003:20).

4.2.2 Participants

Researchers distinguish between probability and non-probability sampling (Babbie, 2014:197; Botma, Greeff, Mulaudzi & Wright, 2010:123-124; Strydom, 2011b:222). In

this qualitative research study non-probability sampling was applied in which the purposive sampling type was utilised as a technique. Strydom and Delport (2011:391) point out that qualitative research seeks out individuals, groups and settings where the specific processes being studied are most likely to occur.

During the qualitative research the participants of the focus group were selected from the name list of those involved in the initial individual interviews. The mediator discussed the aim of the study with the participants involved in the first phase of the study. They had time to decide whether they wished to participate further in the study. The mediator made the content of the newly developed training programme available to the participants after they had signed a consent form (Addendum 2). They were given 30 days to work through the programme (Addendum 1) before the focus group discussion was to take place, which eventuated in a private hall at the NG Church Polokwane. The researcher ensured no disturbance and comfort for everyone.

Inclusion criteria

- Each participant must have had at least three (3) years of experience working in the field of child sexual abuse.
- Each forensic social worker must have done at least five (5) forensic assessments with children that had been sexually abused.
- Each forensic social worker must have been in a criminal court as an expert witness at least five (5) times.
- Each judicial officer must have dealt with at least five (5) court cases in which a child, that had been sexually abused, had been a witness.
- Each FCS officer must have taken at least five (5) statements from children that had been sexually abused.

Exclusion criteria

- People with no experience of working in the field of child sexual abuse.
- People with no experience of the criminal court.
- People with no experience of being an expert witness.

The programme was thus evaluated by following a qualitative research approach. Fouché and Schurink (2011:327) state that qualitative research is not a linear process

and has no fixed design. The researcher's choices and actions determine the design. Because the qualitative research design is flexible, a full account of the research design can only be provided in retrospect. The researcher chooses a focus group as research method to gather information. Greeff (2011:341) mention that a focus group could be meaningful in a study like this if one wants to explore thoughts and feelings and not just behaviour. By conducting the focus group discussion allowed the researcher to investigate a multitude of perceptions in a defined area of interest (Greeff, 2011:361). Greeff (2011:360) states that focus groups are group interviews. They are a means of better understanding how people feel or think about an issue, product or service.

As previously indicated, the researcher involved participants in this research to evaluate the training programme developed for social workers interested in forensic assessments of children that had been sexually abused, and for them to be able to act proficiently as expert witnesses in criminal courts when giving testimony in such courts on behalf of these children. The participants consisted of judicial officers, expert investigators in cases of child sexual abuse and investigating officers from the Family Violence Child Protection and Sexual Offences Unit of the South African Police Service.

4.2.3 Research procedure

The following steps followed during the research procedure are subsequently presented:

- The full content of the training programme (Addendum 1) was delivered by the mediator to all of the participants one month prior to the arranged date of the focus group discussion.
- The aim of the focus group discussion was to obtain the inputs of the participants concerning their evaluation of the content of the newly developed training programme – thus answering the question: *Does the content of the training programme meet the training needs of forensic social workers as it was set out in each study unit of the training programme?*
- The researcher posed one encompassing / comprehensive question which was provided to the participants for them to prepare for the focus group discussion. The question posed was:

Does the content of the training programme meet the training needs of forensic social workers as it was set out in each study unit of the training programme?

- The focus group discussion was recorded and transcribed and then analysed to determine themes and categories in a qualitative manner.
- The study was presented in a bound research report.

4.2.4 Data gathering, analysis and interpretation

After a 30-day period from receiving the programme the participants were invited by the mediator to the focus group discussion in order to evaluate the content of the newly developed training programme. The number of focus group meetings was determined by the richness of the collected data and data saturation.

The focus group interview was audio recorded; thereafter it was transcribed verbatim. The data analysis involved the analysis and interpretation of open-ended responses from the research participants. The researcher divided the data into meaningful analytical units. The audio tape recorded interview was used with the consent of the participants (Botma *et al.*, 2010:220). Field notes were written directly after the focus group to ensure that the richest data were documented (Greeff, 2011:373). The researcher analysed the data according to Tesch's approach (Poggenpoel, 1998: 343-344) and reported it in the form of narratives. The following steps were followed:

- Transcribe all data.
- Organize all the data.
- Allocate codes to the first set of field notes drawn from observations, interviews or document reviews.
- Note personal reflections or other comments in the margin.
- Sort and sift through the materials to identify similar phrases, relationships between variables, patterns, themes, distinct differences between subgroups, and common sequences.
- Identify these patterns and processes, commonalities and differences and take them out to the field in the next wave of data.
- Begin elaborating a small set of generalizations that cover the consistencies discerned in the database.
- Examine those generalizations in light of a formalized body of knowledge in the form of constructs or theories.

- The researcher requested one of the social workers as an external transcriber to ensure the accuracy of the data and also verify the correctness by listening to the recorded data and working through the reports (Botma *et al.*, 2010:221). In this regard the qualitative data were analysed in the form of themes (Creswell, 2009:184).

Thus qualitative information was gathered during the focus group discussion in order to make the necessary changes as was suggested by the focus group after the programme was studied. This was done in order to develop a programme that will address the training needs of forensic social workers interested in forensic assessments of children who were sexually abused and act as an expert witness in criminal court.

4.2.5 Ethical aspects

Babbie (2014:63) states that anyone involved in social science research must be aware of the general agreements on what is proper and improper in the conduct of scientific inquiry. Subjects should also not be harmed during research, but must rather benefit from it (Babbie, 2014:65). This research forms part of the main project titled “The development and evaluation of programmes and a protocol in Forensic Social Work”. Written permission for the main project NWU-0027-09-A1 was obtained from the Ethics Committee of the Potchefstroom Campus of North-West University. Although the ethics for this project had already expired, the HREC gave permission that it could be completed (Addendum 3).

This study also complied with ethical standards as set out by the South African Council for Social Service Professions (SACSSP). Participants participated on a voluntary basis. Research must be based on mutual trust, acceptance, cooperation, promised and well-balanced conventions and expectations between the parties involved in a research project (Strydom, 2011a:113). The researcher gave attention to the following ethical aspects as set out by Strydom (2011a:115-121).

- Informed consent

Informed consent was obtained from all the participants that had participated in the focus group and all the aspects of the research were explained to them. All the participants were informed by the mediator about the goal of the research and possible advantages and disadvantages were also communicated to the participants (Rubin & Babbie, 2005:77; Strydom, 2011a:117). Participants were informed about all the

aspects of the study and that should they not wish to continue, they had the right to withdraw from the study at any time. The participants participated in the study voluntarily. They were not required to provide any explanation, should they wish not to continue. Written consent was given by the participants. Increasingly, voluntary participation and no harm without any prejudice to participants have become formalised in the concept of informed consent. Written informed consent becomes an essential condition rather than a luxury or an impediment. Nobody should ever be coerced into participating in a research project, because participation must always be voluntary (Strydom, 2011a:117). All of the participants were requested, prior to commencing with the focus group, to sign a written consent form (Addendum 2) stating that they are partaking voluntarily in the research and that the information shared by them may be utilised in the research study.

- Harm to participants

In order to protect participants against any harm, sensitivity towards emotional and physical comfort were maintained (Strydom, 2011a:115). The participants' right to withdraw from the programme at any time was respected and communicated to them. The researcher emphasised this during the focus group discussion. In this regard the researcher explained to the participants that, should they choose not to participate, it would be respected.

- Confidentiality and anonymity

Confidentiality was maintained by carefully explaining the general aim of the study and procedures to be followed. Fellow focus group members were reminded to adhere to the confidentiality agreement in the group. The data recorded during the focus group discussion was placed on the researcher's personal computer and is protected with a password. The recorded data collected was transcribed and saved in a locked fireproof cabinet in the office of the Secretary of Social Work, North-West University, Potchefstroom Campus. This data will be stored for five years and then be destroyed by erasing it.

- Voluntary participation

In the case of this study the participants were regarded as volunteers, therefore they were not forced to participate in the study (Strydom 2011a:116). Babbie (2014:64) also states that no one must be forced to participate in a research project. The participants

knew that they had a choice to participate and could withdraw at any stage. The researcher emphasised this fact to the participants prior to commencing with the focus group discussion.

- Deception of participants

Deception refers to the misleading of participants, deliberately misrepresenting facts or withholding information from the participants (Struwig & Stead, 2001:69). The researcher did not withhold any information, offer incorrect information or deliberately misrepresented facts. Accurate and complete information was given by the mediator to the participants regarding the purpose of the research study.

- Actions and competence of the researcher

Strydom (2011b:124) points out that an ethical obligation rests on researchers to ensure they are competent and adequately skilled to undertake the intended investigation. The focus group was led by the researcher. The researcher not only has theoretical knowledge of how to conduct a focus group but also proved that she has had practical experience in conducting a focus group. She was evaluated while leading a mock focus group.

The researcher is a registered social worker at the SA Council for Social Service Professions with registration number 10-16665 and has 20 years of experience in the social work field. Of these 20 years, 12 years as a forensic social worker investigating child sexual abuse cases in the SAPS.

- Trustworthiness

Trustworthiness is an important aspect of qualitative research and credibility is the primary criterion when evaluating qualitative research (Mc Millan, 2011:277). Guba's model for trustworthiness of qualitative research was utilised as a guideline to ensure validity during this study. Four strategies to ensure trustworthiness, namely credibility, transferability, dependability and conformability will be discussed (Schurink, Fouché & de Vos, 2011:419-421):

Figure B4.1: Standards, strategies and applied criteria to ensure trustworthiness

EPISTEMOLOGICAL STANDARDS	STRATEGIES	APPLICATION
• Truth Value	• Credibility can be defined as the extent to which data, data analysis and conclusions are believable and trustworthy (Mc Millan, 2011:277). The goal is to demonstrate that the research was conducted in a manner to ensure that the phenomena were accurately identified and described (Schurink <i>et al.</i>, 2011:419).	• The researcher ensured that prolonged engagement was applied by establishing self-rapport with participants during the focus group discussion. Field notes were written directly after the focus group discussion.
Consistency	• Reliability is described by Mc Millan (2011:278) as follows: "Reliability is the extent to which what is recorded as data is what actually occurred in the setting that was studied". This criterion suggests the consistency of data. It implies that the findings would be consistent if the research was to be replicated with the same subjects or in similar circumstances (Schurink <i>et al.</i>, 2011:419).	• During this study, the procedure is described in detail in order to ensure replicability, although it must be borne in mind that each situation is unique. This implies that even if the research data is reliable or replicable, it still needs to be adapted to individual needs within the social context.
• Applicability	• It is the transferability of one set of findings to another context and is the alternative to external validity or generalizability (Schurink <i>et al.</i>, 2011:420).	• Selection of the sample was clearly described. Saturation of data will come from the sources in the study.
• Neutrality	• Conformability refers to the fact that it is necessary to ask whether the results of research study are confirmed by another study (Schurink <i>et al.</i>, 2011:419-412). In this study the results could be confirmed by literature.	• Field notes taken by the researcher are comprehensive and are available for auditing.

5. DISCUSSION OF DATA GATHERED FROM THE EMPIRICAL INVESTIGATION BY EVALUATING THE TRAINING PROGRAMME DEVELOPED FOR FORENSIC SOCIAL WORKERS WORKING WITH CHILD SEXUAL ABUSE CASES, BY MEANS OF A FOCUS GROUP DISCUSSION

The answers to the research question were obtained during the focus group discussion held with participants. The focus group discussion with the professionals working in the forensic field, judicial officers, and investigating officers from the FCS-unit, were audio recorded and transcribed by the researcher. The participants' verbatim information was compared and the information that repeated was divided into themes according to Tesch's approach (Poggenpoel, 1998:343-344). The researcher coded repeated themes by using colours. This method made it easier to report the information that was divided into themes in this article.

The participants had an average of 15 years' experience in child sexual abused investigations. The researcher was of opinion that experienced participants' opinions would suffice with regard to evaluating the training programme. To achieve the objective, the themes that were identified during transcribing and coding of the focus group discussion were discussed. The researcher directed the following encompassing/ comprehensive question to the participants during the focus group discussion, namely:

Does the content of the training programme meet the training needs of forensic social workers as it was set out in each study unit of the training programme?

5.1 Does the content of the training programme meet the training needs of forensic social workers as it was set out in study unit 1 of the training programme?

This question was posed to the participants to establish their view on the content of study unit 1 of the training programme. Will the programme content achieve the main outcome of study unit 1, namely to obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim; and will the sub-section outcomes of each session in this unit contribute to training needs of social workers interested in forensic assessments of children that had been sexually abused. The overall view of the participants on the content of study unit 1 was that it will equip forensic social workers with extensive specialised knowledge on

all aspects in the forensic social work field. Their responses are given under certain themes that came to the fore from the focus group discussion conducted with them:

Theme 1: The content of study unit 1 will equip forensic social workers with extensive specialised knowledge.

A theme identified in the collected information is that the participants view the content of study unit 1 as appropriate for training forensic social workers and that the contents thereof will equip them with specialised knowledge for their role as forensic investigators. This is consistent with literature of Powell and Snow (2007:57) stating that the act of eliciting reliable and detailed information from children on events or situations, such as abuse, is a complex process requiring specialised skills. Their responses were as follows:

“the content of study unit 1 of the programme is appropriate for forensic social workers’ specialised training and the topic flow is logic”

“the content of the study unit 1 is in my opinion all necessary to form part of a proper assessment of sexually abused children”

“after studying the first study unit in your programme the forensic social workers will have an extensive knowledge of the specialised field of forensic social work, I definitely learned a lot”

“this first study unit cover many aspects needed to equip social workers in the forensic field with extensive knowledge of the specialised field they work in”

“the prerequisite knowledge covered in study unit 1 is all needed by forensic social workers to conduct a thorough assessment of the sexually abused child”

“the content of this unit covered a wide spectrum topics of forensic social work”

“the unit’s content is of great value to me and it will be worth-while to social workers interested to be trained in the specialised field of forensic social work”

“this study unit 1 is an extensive study of the specialised knowledge and skills needed by forensic social workers to understand the sexually abused child”

“The content of the study unit will definitely give the social worker a better understanding of the child sexual abuse victim”

The participants are of opinion that the content of study unit 1 will equip forensic social workers with specialised knowledge and skills to execute their roles and functions as forensic investigators in child sexual abuse cases. The participants emphasised that the main objective of study unit 1 of the programme, namely to obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim, will be reached. Professionals working with cases of child sexual abuse need specialised knowledge in order to protect those children (Botha, 2010:3; Spies, 2006:44). Powell, Fischer and Hughes-Scholes (2008a:214) are of opinion that forensic interviewing of children is a complex task that involves an array of skills as well as competencies.

The researcher is of opinion that the content of the training programme correlates with what is recommended by experts in the field as reported in the extensive literature study in article 1 and the needs analysis of article 2. It emerged during the evaluation of the programme that professionals perceived the programme content to be valuable. The comprehensive content of the training programme on understanding the child sexual abuse victim and all other investigative aspects in child sexual abuse cases makes the programme a valuable tool for training forensic social workers. This was consistent with recommendations of Kuehnle (1996:27) that state that the forensic investigator must be knowledgeable on the dynamics of sexual abuse as well as behavioural and emotional problems the sexually abused child may encounter. This knowledge will empower forensic social workers to draw correct conclusions and to make proper recommendations in these investigations. According to the participants the programme does meet the training needs of forensic social workers by equipping them with prerequisite knowledge and skills to conduct competent forensic assessments with child sexual abuse victims.

One participant noted the topic, “the impact of the work on the forensic social worker” in study unit 1, to be a valuable inclusion. According to her the reality of forensic social work is harsh and might be difficult for some to grasp; mental wellbeing is thus very

important. Although this was not an identified theme, the researcher found this statement valuable and worth mentioning. The researcher also agrees with this comment made, and emphasises that a forensic social worker should take care of her mental wellbeing. This is also consistent with research done by Bonach and Heckert (2012:295-296) that there is increasing awareness of the secondary traumatic stress that human service professionals may experience due to the emotional demands of their profession. Forensic interviewers interviewing children that have been physically or sexually abused are professionals that may be likely to experience secondary trauma. The forensic interviewer experiences the trauma indirectly, through the child describing his or her traumatising experience. The forensic interviewer is rendered a victim of the trauma through indirect exposure to the trauma survivor.

Harvey and Henderson (2014:354-355) mentioned that social work is work which stirs the most basic anxieties in all of us: anxieties about vulnerability, helplessness and about our potential to do harm. Being in contact with this kind of disturbance on a regular basis can be extremely unsettling, affecting our sense of wellbeing and occasionally our personal lives, and making it more difficult to be an effective resource to our clients. Reflective supervision in individual or group format provides an opportunity to consider case material in detail and depth, including the ways in which we are affected by our clients. One participant also mentioned that forensic social work supervision is important and could contribute to their mental wellbeing. Again, this was not an identified theme, but the researcher found this statement valuable and worth mentioning as a means to take care of social workers' wellbeing. Maidment and Beddoe (2012:167) mentioned that social work is by nature a demanding profession, with professional and organisational pressures adding to the toll of potentially corrosive exposure to stress. Supervision helps practitioners remain resilient and hopeful in their practice. They noted a growing body of literature on relational social work decision making and on how group supervision can provide a safe reflective space for collective case discussion and debriefing. Harvey and Henderson (2014:343) noted that it is increasingly recognised that attending to the emotional aspects of social work is a vital component of supervision. The researcher agrees that forensic social work is an emotionally demanding career and that supervision sessions could serve as a sounding board.

Theme 2: The inclusion of the reference manuals containing relevant literature is valuable

A theme identified during the discussion of study unit 1 was that the participants made remarks that the inclusion of the reference manual containing relevant recent literature for each session is needed and valuable. Their responses were as follows:

"I always like to take something home with me and the reference manual to me is a very good inclusion after each session"

"I especially appreciate the inclusion of a reference manual because the literature is recent"

"the reference manual included with each session will be very handy because literature is not always accessible to students"

"the literature in the reference manual is new and something in hand for the students"

The participants agreed that the reference manual containing relevant literature will be valuable to the training of the forensic social workers. The researcher is of opinion that forensic social workers should familiarise themselves with literature and the reference manual is a tool in hand to refer to during assessments of sexually abused children as well as a guide to utilise in preparation for court cases. The reference guide could also be utilised during witnessing in court to educate the presiding officer on relevant literature to the case. Studying relevant literature and research is an essential part of forensic social work and students need to understand the importance thereof and therefore needs to be trained in ways of finding new literature and how to utilise the literature in practice; thus the inclusion of this reference manual in the training programme.

Fouché and Joubert (2009:55) state in this regard that conducting forensic interviews is an on-going learning process, even for experienced professionals. Therefore training programmes, literature and research findings should be reviewed on an on-going basis. Clark (2009:77) agrees and stated that the professional undertaking such an evaluation should be familiar with current developments in the field with respect to this area, including the professional literature, and should have an understanding of dynamics and the emotional and behavioural consequences of child sexual abuse.

5.1.1 Recommendations

- Forensic social workers must familiarise themselves with the latest trends and research in the field of forensic investigations of cases concerning child sexual abuse.
- Forensic social workers need support from their superiors and from policy makers that provide resources necessary for implementing and sustaining high-quality forensic assessment practices.
- More research is needed on training for forensic social workers because even the most informative training programmes decay over time without training “boosters” designed to maintain best practices.
- This specialised training must include all aspects relevant to the training of forensic social workers working with child sexual abuse cases.
- Relevant entities such as the South African Council for Social Service Professions must acknowledge the lack of guidelines in the field of forensic investigations and must establish relevant guidelines for professionals that conduct forensic assessments.
- The above-mentioned guidelines must also include specifications regarding essential qualifications, experience and expertise as well as scope of practice for these forensic social workers.
- In the forensic social work field discussions, group supervision and continuous training and support with one’s peers is an essential part of keeping up and remaining updated with new trends and research in the forensic social work field. Making training more accessible to social workers through in-service training will benefit child sexual abuse victims that are in need of this specialised service. Only then will we serve in the best interest of the child.
- There is a need for the services of well-trained social workers interested in forensic assessments of children that had been sexually abused; more research is needed in this regard.
- Accreditation of this programme is important and will give the necessary weight to the programme. Accreditation of the training programme should be investigated after completion of the study as well as the availability of an adapted

version of the training programme for other professions as was suggested by the participants.

- Supervision with a mentor is necessary for inexperienced forensic social workers for a period of time. Thereafter case study discussions during group supervisions are recommended.

5.2 Does the content of the training programme meet the training needs of forensic social workers as it was set out in study unit 2 of the training programme?

This question was posed to the participants to establish their view on the content of study unit 2 of the training programme. Will the programme content succeed in reaching the main outcome of study unit 2, namely to obtain adequate knowledge of all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases; and will the sub-section outcomes of each session in this unit contribute to training needs of social workers interested in forensic interviewing of children that had been sexually abused. The overall view of the participants on the content of study unit 2 was that it will equip forensic social workers with adequate knowledge on all aspects of forensic interviewing. Their responses are given under certain themes that came to the fore from the focus group discussion conducted with them:

Theme 1: Multiple interviews with the child victim is not advisable

In study unit 2 the one topic that raised most reaction and feedback from the participants was multiple interviews and repeated interviewing of children. The participants viewed their opinion and experience on multiple interviews with children. The participants were of opinion that the inclusion of the multiple interviews and repeated interviewing of children and the impact thereof in the training programme will be beneficial to the training of forensic social workers. Their responses were as follows in this regard:

“how many times must the child repeat in an interview that she was sexually abused?”

“I agree in my court I see children being assessed by up to 6 professionals; they are tired they do not want to see more people”

“these children get depressed because of all the professionals assessing them, which is totally unnecessary”

“every professional wants to do more than one session with the child and this cause mistakes”

“multiple interviews causes contamination of the child’s statement”

“I also do not agree with excess interviews with children”

“we were told at your national conference not to refer child sexual abuse cases to the forensic social workers if the child already saw someone else”

“some people cling to the child until they get the answer they want”

The participants agreed that multiple interviews and repeated interviewing of children should be avoided during forensic social work assessments. Hershkowitz and Turner (2007:1131) express concern that repeated investigations may create and preserve inaccurate details. A combination of repeated interviews with leading, suggestive or coercive questions can cause serious harm to children’s memory and increase the amount of false information in their reports. Repeated interviews in forensic contexts may create and preserve inaccurate details, support wrong hypotheses and cause inconsistencies between the multiple statements. According to la Rooy, Lamb and Pipe, (2009:327), forensic interviewers have been counselled not to interview alleged victims of child sexual abuse repeatedly, not only because it may be distressing each time painful memories are revisited, but also because repeated interviewing is believed both to increase the amount of inaccurate information suggestively introduced by interviewers and to foster the incorporation of inaccurate information into children’s memories.

The goal, according to the researcher, must always be to minimise the number of professionals that interview the child. It is the researcher’s opinion that in some cases a skilled forensic interviewer will be able to minimise the number of interviews. Faller (2007:56) mentions that it is important to differentiate the issue of multiple interviews by different professionals, which is not recommended and between more than one interview by the same professional, which is appropriate in a substantial proportion of cases. The researcher believes that forensic social workers must be informed, through training, of the risk of too many interviews by different people. The forensic social worker should use her own discretion when deciding on the number of interviews necessary with the sexually abused child.

Theme 2: Forensic interviews must be recorded

Another theme identified during the discussion of study unit 2 was that the participants recommended that training on the electronic recording of forensic interviews should be included in the training programme. Their responses were as follows:

“the possibility of recording interviews must be discussed with students, video recordings of the forensic interviews could be done and can be utilised in court as the decisive factor”

“it makes sense to use recordings during forensic interviews, I look at a witness’ body language, it says a lot, I want to see the child’s reaction during the interview”

“if a recording of forensic interviews with children could be utilised in court it might help to clear up contradictions”

“on the recoded interview the court could see the integrity with which a forensic social worker do an interview, seeing something is sometimes more convincing”

“using recordings can motivate the forensic interviewer to do the right thing during the interview with the child”

“the graphic detail of the child’s statement on a visual recording will be of great value in the court”

Some researchers state that it is necessary to make video recordings of children’s interviews (APSAC, 2012:8; Faller, 2003:60; Fouché, 2006:233; Wilson & Powell, 2001:37). However, there is no consensus among researchers that this is best practice (Faller, 2003:147; Faller, 2007:60; Vandervort, 2006:1353). During forensic interviews, the forensic investigator must make use of extensive documentation, which often includes video recordings (Faller, 2007:5). Among professionals, working with child sexual abuse cases there is universal agreement that investigators interviewing children on sexual abuse, need to employ some method of documentation. This documentation can consist of written notes, audiotapes or videotapes (APSAC, 2012:8; Faller, 2003:147; Faller, 2007:58-60; Wood, Nathan, Nezworski & Uhl, 2009:94).

Although the researcher is supportive of electronic recordings and have utilised it with success in the past, it is not always possible because it is an expensive method of record keeping and welfare organisations cannot afford it. The researcher recommends

that record keeping must be extensive, regardless of the chosen method and must be truthful and objective.

5.2.1 Recommendations

- Cooperation between different professions must be encouraged for a multi-professional team approach in child sexual abuse cases. The forensic social worker should never work in isolation but must form part of a multidiscipline team, involving the state prosecutor as well as the investigating officer of the FCS units.
- Cultural differences must be considered when conducting forensic investigations.
- Social workers that utilise electronic recordings need to be trained in the technical side thereof.
- When planning a training programme for forensic social workers the length of the programme should also suit the busy time schedule of working people.
- More forensic social workers that can speak an African language must be trained to conduct forensic assessments.

5.3 Does the content of the training programme meet the training needs of forensic social workers as it was set out in study unit 3 of the training programme?

This question was posed to the participants to establish their view on the content of study unit 3 of the training programme. Will the programme content succeed in reaching the main outcome of study unit 3, namely to analyse whether the knowledge and skills obtained in the previous study units 1 and 2 were fully comprehended and integrated by doing a practical examination. The overall view of the participant on the content of study unit 3 was that it will equip forensic social workers with adequate knowledge of all aspects of forensic interviewing. Their responses are given under certain themes that came to the fore from the focus group discussion conducted with them:

Theme 1: The practical examination of forensic interviews is sensible.

The participants were of opinion that the inclusion of a practical examination on forensic interviewing will assist the social workers in reaching the outcome of study unit 3 and in determining whether they understood the different outcomes and could integrate the

knowledge and skills learned in study unit 1 and 2. The participants were of opinion that the main objective of the study unit 3 of the programme will be achieved, namely that the knowledge and skills obtained will be fully comprehended and integrated. Their responses were as follows in this regard:

“the practicality of study unit 3 is a good way to train future forensic social workers”

“the students will attend every forensic interview of their class which is excellent practical training”

“the practical side of study unit 3 is a good initiative and is the only way to really make sure if they understand the outcomes of previous study units and test if they integrated the newly found knowledge”

“doing a forensic interview during a practical examination with a child make the learning experience more valuable for students”

“the practical examinations of students is excellent, you must distinguish between the students that fail and pass”

“study unit 3 is presented in a manner that I like, I like the structure and the practical side will help students to integrate the knowledge”

The participants are of opinion that the forensic social workers will benefit from the practical examination of the study unit 3 and commented that the practicality will make it a valuable learning curve.

In the APSAC Practice Guidelines (2012:4) it is stated that specialised knowledge is necessary and especially important when young children are being interviewed. This knowledge can be acquired through a combination of training, experience, supervision and independent learning. The researcher is of opinion that this training must include practical assignments, training with peers and group supervision. In Benedek, Ash and Scott (2010:23) it was discussed that before mental health professionals agree to an evaluation of a sexually abused child, they must have training and competence in child development, child interviewing techniques, attachment, and trauma. All opinions should be based on empirically established relations between data and the behaviour of interest rather than subjective observations. The training they received must be applied in practice; the structure and practical approach of this training programme render an excellent starting point in this regard.

Theme 2: The protocol used during the forensic interview is important

A theme identified during the discussion of study unit 3 was that the participants recommended that forensic social workers should receive training on interview protocols. Their responses were as follows:

“a protocol is a theoretical framework and it provides guidance and structure to the forensic social worker during the interview”

“you must have a plan during the interview with the child; a protocol will give you this plan”

“this protocol should be structured and accepted by court”

“the use of a well-researched protocol when interviewing the child makes the interview with the child more scientific”

The development of interview protocols has certainly helped forensic interviewers to conduct developmentally appropriate interviews with children. Whereas the theoretical knowledge acquired in most training does not get translated into improved practices, only use of the structured National Institutes of Child Health and Human Development Investigative Interview Protocol (NICHD protocol), which operationalized guidelines and recommended practices, has repeatedly been shown to improve the quality of interviewing (Brown & Lamb, 2009:307). In their field studies in a range of countries, Brown, Lamb, Lewis, Pipe, Orbach and Wolfman (2013:368) found that interviewers trained to use the NICHD investigative interview protocol are more likely to follow best practice recommendations than they were before.

Anderson, Anderson and Gilgun (2014:618) mention in their research that the NICHD investigative interview is the most widely researched protocol. Offering a highly structured format, the NICHD protocol outlines steps and carefully worded questions for forensic interview professionals to follow through several phases, including the introductory phase, the rapport-building phase, training in episodic memory, and substantive phases of the interview. The research suggests that use of the protocol results in more open-ended questioning, therefore increasing the details provided by children both during rapport and in the substantive phase of the interview.

The NICHD protocol places particular emphasis on child-directed interviewing and on limiting the extent to which interviewers influence children's responses. It guides

interviewers to make extensive use of open recall-based prompts, such as invitations, to obtain uncontaminated information in the child's own words. Such prompts invite narrative, multiword rather than brief responses, and elicit more details per prompt compared to the more focused prompts, such as directive questions, which are commonly recommended in interviewing guidelines as well (Brown *et al.*, 2013:377). The researcher agrees that it is important to use a protocol during the forensic interview with a child. It is also important to note that before a forensic social worker can make an informed decision about which protocol to follow, knowledge of the holistic development of children is extremely important. This will guide the professional doing the assessment in conducting developmentally sensitive investigations with the child victim and in choosing a legally sound forensic protocol to work from.

5.3.1 Recommendations

- The researcher is of opinion that this programme must be presented over a period of time, as it is a huge amount of new information the learners are exposed to. This training must also include a practical component, since practical experience in this field is important.
- Knowledge of forensic interviewing of the sexually abused child is important and a protocol-structured or semi-structured interview must be utilised when interviewing children, and conducting unstructured interviews must be avoided.

5.4 Does the content of the training programme meet the training needs of forensic social workers as it was set out in study unit 4 of the training programme?

This question was posed to the participants to establish their view on the content of study unit 4 of the training programme. Will the programme content succeed in reaching the main outcome of study unit 4, namely to obtain knowledge of all aspects of expert witnessing as well as to analyse and demonstrate that all expectations of being an expert witness were fully comprehended and integrated. The overall view of the participant on the content of study unit 4 was that it will equip forensic social workers with adequate knowledge on all aspects of being an expert witness. Their responses are given under certain themes that came to the fore from the focus group discussion conducted with them:

Theme 1: There is a need for social workers to be trained as expert witnesses

Topics in study unit 4 dealt with knowledge of all aspects of expert witnessing and with analysing and demonstrating that all expectations of being an expert witness were fully comprehended and integrated. These topics enticed the following comments from the participants:

“social workers must be equipped to deal with the court procedure and need training in this regard”

“I see in the court that social workers reveal a lack in training as expert witnesses in court, specialised training of forensic social workers will address this”

“an expert witness needs to understand the court procedure. Training in this regard is important”

“the social workers must have the functions of expert witnessing 100% under control. They must know what they are letting them self in for”

“the lack of training as expert witness will influence the value of the expert witness and the objective of the case”

The participants were of opinion that training of social workers' role as expert witnesses is lacking and that the training programme will address this need. This is consistent with literature as stated by Koocher (2009:83) that professionals must know enough about the law. According to Cole (2012:18), the law is one of the areas of growing importance to social work. If the social work profession is to be in control of its future, it must become committed to the role of exerting influence on the legal system through education, advocacy and proactive legal policy development. The researcher is of opinion that exposing professionals during training to a court environment such as the mock courts suggested in the training programme will assist in training them concerning the court processes and legal aspects. This will empower them for their role and functions as an expert witness.

Unfortunately this is often a neglected part of social workers' training and the researcher is of opinion that the newly developed training programme will address this concern of the participants. The forensic social worker could, during her career, be involved, through subpoenas, in many court processes from children's court, criminal court, and

civil court as well as child custody cases. The forensic social worker should therefore be prepared, by means of training, to deal with all demands of the judicial system.

Theme 2: The practical approach of the programme will prepare social workers for their role as expert witnesses in court

A theme identified in the collected information is that the participants are of opinion that the programme will prepare social workers for their role as expert witnesses in court. In the programme study unit 4, the main objective was to obtain knowledge of all aspects of expert witnessing as well as to analyse and demonstrate that all expectations of being an expert witness were fully comprehended and integrated. The participants were of opinion that this aim was achieved by the programme and that forensic social workers should be knowledgeable about a vast number of topics in the forensic field as they could be asked to testify on any one in court. Carstens (2006:188) is supportive of this statement and refers to research done mentioning that an expert is “one who is knowledgeable in a specialised field, and possesses superior knowledge”. Their responses were as follow in this regard:

“the information on expert witness training is appropriate, the practical side thereof will help the social worker to practice how to communicate findings and knowledge to court”

“the intensive manner of practical training on expert witnessing can limit problems in this regard in court”

“the practical way in which the social worker will be trained as an expert witness is very valuable”

“the mock court scenario will prepare social workers to deal with the unreasonable ways attorneys can question them”

“the court process can be a disillusioned one and good training as an expert witness is very important, I think this programme is achieving it”

“the training programme will help the forensic social worker to internalise the training on expert witnessing”

“the forensic social workers needs to “sell” her knowledge to the court and this programme will equip her with that knowledge and the know how to do it”

From early days, social workers have had the responsibility of acting as witnesses in court regarding cases of child sexual abuse and of drawing conclusions, reporting on findings and making recommendations in this regard. Generic social workers are trained to work in children's court but it differs from working in criminal courts. That mind change and the way one is gathering facts are crucial for forensic social workers. Many professionals working with cases of child sexual abuse experience uncertainty and insecurity during these investigations (Cussons & Strydom, 2013:60). According to the participants, the content of the training programme will prepare forensic social workers for their role as expert witnesses in court.

An expert witness is, according to Carstens (2006:188), someone that:

- has education or specialised training,
- has superior knowledge of a subject,
- can deduce correct conclusions,
- can formulate an accurate opinion.

Carstens (2006:188) adds to these criteria that the expert witness must also be someone that has the ability to successfully communicate his or her superior knowledge, specialised experience, conclusions and opinions in a court of law in a manner that assists the court to understand the evidence. The researcher agrees with this statement and would like to emphasise the importance of practical training in this regard. The forensic social worker must have the ability to successfully communicate specialised knowledge in court. Being a competent expert witness is the end goal of the forensic social worker's assessment process in child sexual abuse cases.

It is the participants' opinion that the practical training will prepare the forensic social workers for their role and function in court as expert witnesses. The forensic social workers' ability to communicate and convey their specialised knowledge of literature and the case at hand must be practised in training. The court must understand the forensic social workers' evidence, and in-depth training in this regard is therefore essential in this training programme. The researcher is of opinion that both in literature and the participants' responses to the content of study unit 4 of the programme cover all aspects of expert witnessing. It is evident that well-trained forensic social workers are needed to testify in child sexual abuse cases. Judicial officers will thus benefit from

well-trained forensic social workers with the content of this newly developed training programme in mind.

5.4.1 Recommendations

- Forensic social workers can be questioned on Minimum Sentences Act 105 of 1997 and it should also be included in the training programme.
- The programme ought to be made available to investigating officers, magistrates, prosecutors and even medical doctors.
- A partnership must be established with legal professionals.
- Report writing for court purposes is also important during the training of forensic investigators in cases of child sexual abuse.
- Forensic social workers must familiarise themselves with their function as expert witnesses.

6. CONCLUSION

The purpose of this article was to evaluate the content of the training programme that was developed for the training of forensic social workers. The participants evaluated that the programme will equip the forensic social workers with prerequisite knowledge and skills to conduct a competent forensic assessment with a child sexual abuse victim, and stated that the training programme will prepare them for their role as expert witnesses in court. From the literature- and the empirical study the following conclusions were drawn:

- This research found that the participants view the programme as appropriate for training forensic social workers and that the content thereof will equip them for their roles and functions as forensic investigators.
- The participants were of opinion that the inclusion of the multiple interviews and repeated interviewing of children and the impact thereof in the training programme will be beneficial to the training of forensic social workers.
- The participants were of opinion that the training programme's layout and practical approach made it a good programme for social workers to integrate theoretical knowledge.

- The research found that the inclusion of the reference manual of literature in the content will benefit forensic social workers' training and assist them in integrating theory.
- The participants stated that there is a lack in the training of social workers' role as expert witnesses and that the training programme will address this need.
- It emerged during this study that the programme will prepare social workers for their role as expert witnesses in court. The intensive and practical manner of training on expert witnessing was viewed to be valuable.
- From the research, several suggestions and recommendations were made by the participants for adapting the training programme. They emphasized the need to have the programme accredited at a university and to record (either on tape or video) all forensic interviews. It also emerged during the study that the training programme should not be limited to the training of forensic social workers but that investigating officers, magistrates, prosecutors and even medical doctors could benefit from this training. The Minimum Sentences act 105 of 1997 should also be included in the training programme to assist the forensic social worker when questioned on it in court. It was also recommended that forensic social workers work in a multi-disciplinary team.

7. SUMMARY

The main aim of this article was to evaluate the content of the newly developed training programme for forensic social workers by means of an empirical study with professional role-players working with child sexual abuse cases. This aim was successfully reached. This training programme correlates with what literature and experts in the field recommend and it emerged during the evaluation of the programme that professionals perceived the programme to be valuable. This programme will provide forensic social workers with the expertise, knowledge and skills necessary to conduct forensic assessments and training in expert witnessing in cases of child sexual abuse. This programme will make training more accessible to all social workers interested in a forensic social work career, such as social workers working with child sexual abuse cases in rural areas where they can be trained internally by their organisations.

The following article consists of a summary of the research report, containing conclusions and recommendations.

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SECTION C

**SUMMARY, CONCLUSIONS AND
RECOMMENDATIONS**

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

1. INTRODUCTION

This research was conducted to develop and evaluate a training programme for forensic social workers working with child sexual abuse. This programme can be employed during training of forensic social workers. The researcher identified the prerequisite knowledge and skills forensic social workers must possess in order to, assess sexually abused children and to successfully act as an expert witness in a court of law. This research project was executed in phases. The first phase focused on studying available national and international literature regarding forensic social work as a speciality field within the social work profession and determining the needs in a preliminary needs assessment of professionals working with child sexual abuse on the prevailing needs of forensic social workers. This was discussed in Articles 1 and 2. The second phase centred on the development and evaluation of the training programme, as discussed in Articles 3 and 4.

This training programme can address the much needed and essential training needs of forensic social workers, which will assist them when investigating child sexual abuse cases and witnessing as experts in court. Very few training programmes are devoted specifically to the needs and expectations of South African forensic social workers. Postgraduate training available to forensic social workers is limited to the North-West University. This makes it difficult for social workers to travel the distance to attend classes and the financial implication thereof is very high. This programme will make training more accessible to all social workers interested in a forensic social work career, such as social workers working with child sexual abuse cases in rural areas where they can be trained intern in their organisations. Throughout the programme the focus will be on the general aim, which is to equip social workers with knowledge and skills to conduct competent forensic assessments with child sexual abuse victims. The programme consists of the objectives, aims, contents and reference manuals containing literature.

This research report includes the following:

SECTION A: GENERAL INTRODUCTION

SECTION B: ARTICLES

ARTICLE 1 - Forensic social work: A specialised field within the social work profession.

ARTICLE 2 - The need for a training programme for forensic social workers working with child sexual abuse.

ARTICLE 3 - Developing of the training programme for forensic social workers working with child sexual abuse

ARTICLE 4 - Evaluation of a training programme developed for forensic social workers working with child sexual abuse.

SECTION C: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this section, the researcher will summarise the study, draw conclusions and make recommendations. The aim and objectives will also be tested based on the findings and conclusions.

SECTION D consists of various addenda.

SECTION E contains an integrated list of references.

2. SUMMARY AND CONCLUSIONS

The most imperative findings and conclusions of this research are summarised in this concluding section and each article will be discussed separately. The researcher answered the following research questions:

- What specialised knowledge and skills must the forensic social worker possess, according to the literature, to conduct a forensic assessment?
- What are the knowledge and needs required by forensic social workers to assist the different role-players (forensic social workers, judicial officers and investigating officers) to deal with child sexual abuse?
- What should a training programme for forensic social workers working with sexually abused children consist of?

- How can the training programme be evaluated to address the training needs of forensic social workers?

2.1 Aim and objectives of the study

The aim and objectives of the study and how it was reached are subsequently discussed:

2.1.1 General aim

The general aim of this study was to develop and evaluate a training programme for forensic social workers working with child sexual abuse, based on the findings of the empirical investigation and literature study.

2.1.2 Objectives

- The objective of identifying what specific knowledge and skills are needed to fulfil the roles and functions of a forensic social worker working with sexually abused children was reached in Article 1 by conducting a thorough literature study.
- The objective, to identify by means of a literature study as well as an empirical investigation, the knowledge and needs of the role players (forensic social workers, judicial officers and investigating officers) in connection with forensic social workers training was reached as explained in Article 2.
- The objective of identifying by means of a literature study as well as the information gathered from experts in the field of forensic investigations during the previous phase, the content of a training programme for forensic social workers working with sexually abused children was reached by developing a training programme as reported in Article 3.
- The objective of evaluating the developed training programme by means of an empirical study was reached as set out in Article 4.

2.2 Section A: General introduction

Child sexual abuse is not new to contemporary society. However, it remains a pressing social concern and when it comes to light the people directly involved are staggered. The sexual abuse of children is undoubtedly a traumatic experience. It is prevalent worldwide, across cultural and societal boundaries, and has a remarkably injurious impact on human development (Fouché & Joubert, 2009:41). According to the Annual Crime Report of SAPS (2012/2013:9), the highest contributing contact crimes include:

Assault GBH (30.1%); Common Assault (28.0%) Robbery Aggravated (17.2%); and Sexual Offences (10.8%). In 2012/2013, 66 387 sexual offences were investigated by SAPS. This is a decrease of -0,4% since the previous year. Although a decrease was detected, the reported cases of sexual abuse in South Africa are still very high.

Gilbert, Widom, Browne, Fergusson, Webb and Janson (2009:68) stated that approximately 4%-16% of children are physically abused annually and one in ten is neglected or psychologically abused. During childhood, between 5% and 10% of girls and up to 5% of boys are exposed to penetrative sexual abuse, and up to three times this number are exposed to any type of sexual abuse. However, official rates for substantiated child sexual abuse indicates less than a tenth of this burden. The sexual abuse of children in South Africa is a matter of great concern as the number of sexual abuse cases reported to the authorities are daringly high (Fouché & Joubert, 2003:12).

Johnson (2004:462) states that as many as 96% of children assessed for suspected sexual abuse will have normal genital and anal examinations, a forensic interview by a trained professional must therefore be relied on to document suspicion of abuse. The trained forensic social worker plays an important role in uncovering the truth and documenting the sexual abuse by conducting a forensic interview with the child victim. Usually there are only two witnesses to the crime of sexual abuse: the victim and the suspect. Research on child sexual abuse victims indicates that children often significantly delay disclosure of sexual abuse or keep the abuse a secret into adulthood. A disclosure during a forensic interview is therefore often critical to an effective response to child sexual abuse. For children whose investigation begins for reasons other than a disclosure, Lippert, Cross, Jones and Walsh (2009:111) found in their research that most children disclosed fully during a forensic interview.

Fouché and Joubert (2009:41) also mention that the impact of a poorly conducted interview has a detrimental impact on all persons concerned. Therefore highly trained and skilled forensic interviewers are needed to conduct these challenging interviews. According to Powell, Fisher, and Hughes-Scholes (2008a:214), forensic interviewing of children is a complex task that involves a broad array of skills and competencies. There has been little discussion in the literature of the conditions needed to promote and sustain expertise in forensic interviewing. Powell, Fisher, and Hughes-Scholes (2008b:1007) also mention in their research that in cases of suspected child abuse, children are usually crucial witnesses. To ensure that the evidence obtained from child

witnesses is both accurate and admissible in court, investigative interviewers require special training. Most of the prior research has merely documented the ineffectiveness of training programmes in the use of open-ended questions by measuring interview performance pre- and post-training.

Collings (2009:95) suggested in his research that there is a need for a new kind of expert, which is someone that (a) has a demonstrated evidence-based understanding of the impact of child maltreatment, (b) acts independently (i.e. employed by the court) and thus not subject to potential conflicts of interest arising from being employed by some or other party to a dispute, and (c) is therefore well-placed to provide the court with an informed and objective opinion regarding the competence of professionals that claim proficiency in assessing the psychological impact of child maltreatment. The professional person working in the forensic field needs specialised training to carry out forensic assessments with child victims and to act as expert witnesses in court.

Fouché and Joubert (2009:55) stated that conducting forensic interviews is an on-going learning process even for experienced professionals. Therefore training programmes, literature and research findings should be reviewed on an on-going basis. The research problem as set out in this study is that there is a need for the development and evaluation of a training programme for forensic social workers involved in investigations of and assessing sexually abused children. With this research problem as motivation the researcher undertook this study.

2.2.1 Central theoretical argument

Social workers with a four-year degree in social work, working with the sexually abused children do not qualify as experts in the forensic social work field. The aim of the forensic interview is a fact-finding process and should only be conducted by professionals that received postgraduate specialised training in the forensic field (Spies & Carstens, 2005:38). The majority of professionals in South Africa that conduct assessments on sexually abused children and testify on this matter in court do so without proper qualifications or specialisation in this field (Kaliski, 2006:62). These professionals need to ensure that they always conduct the interviews in a legally defensible manner (Fouché & Joubert, 2009:43). Hence highly trained and skilled forensic interviewers are needed to conduct these challenging interviews.

It is within this context that the central argument for this study holds that sustainable change-over-time could very well be possible if a well-researched training programme

for social workers working with sexually abused children is effectively crafted and implemented.

2.3 Method of investigation

By means of a literature and empirical study, this researcher attempted to clarify whether a training programme can equip forensic social workers sufficiently with the required knowledge and skills to conduct a forensic assessment with child sexual abuse victims and act as expert witnesses in court.

2.3.1 Literature review

A literature study equips the investigator with a complete and thorough justification for the subsequent steps, as well as with a sense of the importance of the research (Fouché & Delport, 2011b:133-135). The existing literature on prerequisite knowledge and skills forensic social workers need in assessing child sexual abuse victims was investigated. The central focus of study was to develop a training programme for forensic social workers working with child sexual abuse.

Evaluation of the existing literature revealed that very limited research appeared to be available on the accredited training of forensic social workers in the South African context. The researcher obtained most literature from related professions including social work, psychology, medicine and sociology. In order to identify appropriate sources, the following databases were used: NEXUS; Scholarly Journal; Social Science Index; Social Work Abstracts; ERIC; RSAT; EbscoHost; PsycLit; Questia online library; Catalogue – Ferdinand Postma Library, North-West University, Potchefstroom Campus.

2.3.2 Empirical research

This research study consisted of the following phases:

- Phase 1: Literature study
- Phase 2: Compiling the interview schedule
- Phase 3: Identifying and inviting participants
- Phase 4: Individual Interviews
- Phase 5: Transcribing the interviews
- Phase 6: Coding the transcribed interviews
- Phase 7: Writing a training programme

Phase 8: Evaluating the programme

Phase 9: Transcribing and coding the focus group session

2.3.3 Research design

Mouton (2001:55) and Yegidis and Weinbach (1996:89) state that a research design refers to a plan or blueprint of the way a researcher intends to conduct the research. According to Delport and Roostenburg (2011:171), a research design is a guideline according to which one determines the data collection methods.

The empirical study in this research was done by following a qualitative approach. Fouché and Schurink (2011:327) stated that qualitative research is not a linear process and has no fixed design. The researcher's choices and actions will determine the design. Because the qualitative research design is flexible, a full account of the research design can only be provided in retrospect. Applied research will be utilised. Here development research denotes the development of a technology essential to a profession such as social work (Fouché & De Vos, 2011a:98). A qualitative study is concerned with non-statistical methods and small samples, often purposively selected (Delport & Fouché, 2011:433). During this descriptive research the researcher attempted to uncover the knowledge and needs of the role-players (forensic social workers, judicial officers and investigating officers) concerning the training of forensic social workers.

2.3.4 Participants

The researcher was of opinion that social workers currently working in the forensic field are representative of forensic social workers. Their knowledge and needs in respect of training needs for forensic social workers and the development of a training programme were determined. As well as judicial officers and investigating officers from the Family Violence, Child Protection and Sexual Offences Unit (FCS-Unit) of SAPS, forensic social worker's two major referral agents of sexually abused children.

The researcher conducted semi-structured interviews with a view to obtain information from the participants. Greeff (2011:352) explained that when conducting semi-structured interviews, the researcher will have a set of pre-determined questions on an interview schedule. The interview will be guided rather than dictated by the schedule. The researcher has the flexibility to follow up particular avenues of interest that emerge during the interview (Botma, Greeff, Mulaudzi & Wright, 2010:208; Greeff, 2011:352).

The interview schedule is a written questionnaire to guide interviews and in practice it is called an interview schedule (Greeff, 2011:352). The researcher compiled this interview schedule herself. It was pre-tested and revisited with professionals of every group before final use. According to Schurink, Fouché and de Vos (2011:397), data gathering is the process of structuring and assigning meaning to a mass of collected data. Data collected were analysed by hand by the researcher. This means that the responses of the participants are documented in the report.

2.4 Section B: Articles

2.4.1 Article 1: Forensic social work as a specialised field in the social work profession

The objective of this part of the study was to identify and discuss by means of a literature study, the specialised field of forensic social work. The focus was on exploring the specialised knowledge and skills forensic social workers need to be competent to fulfil their roles and functions when investigating child sexual abuse. Smith (2007:43) mentioned in her research that she found the training of forensic social workers to be lacking in South Africa. It was found that the four-year degree in social work does not cover the training needs of forensic social workers acting as expert witnesses in court. For the social workers to qualify as forensic social workers, specialised knowledge is required. It was recommended that a training programme was needed in South Africa for the special training needs of forensic social workers.

In another South African research study of Scheepers (2008:10) it was stated that the social worker wishing to render forensic services will need to acquire additional, specific, specialised knowledge, skills and experience regarding this field which is not acquired during undergraduate studies, and which comply with the requirements of the judicial system. It is clear from the research that before forensic social workers can conduct a forensic assessment they must be equipped with specialised knowledge and skills.

In sum, it is important for forensic investigators to be knowledgeable about all developmental aspects of children, all aspects of child sexual abuse, forensic assessments, expert witnessing and relevant South African Law.

2.4.1.1 Conclusions

The focus in this article was on forensic social work as a specialised field within the social work profession. Most prerequisite specialised knowledge and skills forensic social workers should be trained in were referred to.

It is important for forensic social workers to be knowledgeable about all developmental aspects of children in all age groups, all aspects of child sexual abuse, indicators of sexual abuse, impact of sexual abuse on the child victim, protocols on forensic assessments, expert witnessing and relevant South African Law. This knowledge can have a significant influence on the outcome of a forensic assessment.

The first discussed aspect of forensic social work as a specialised field within the social work profession was the difference between forensic social work and clinical social work. Forensic social workers call upon skills and knowledge that is different from those of social workers in other fields. Forensic social workers have specific roles and functions. In this study the focus was on the forensic social worker's role and function as an expert witness assessing child sexual abuse victims.

The history of forensic social work in South Africa started in 1999 after a research project was undertaken by students. Currently the SAPS are the only government agency employing and training forensic social worker in South Africa. Forensic social workers employed by government makes it possible to render forensic social work services to all levels of the community. Forensic social work assessment is time consuming and is therefore an expensive service which can often not be afforded privately by all child sexual abuse victims.

Forensic assessments must be conducted by professionals who have had specialised training on accumulated research knowledge of the following: normal sexual behaviour of children, attachment and trauma, forensically appropriate interviewing techniques, developmental factors including language, memory, suggestibility and sexual behaviours of children and factors pertaining to credibility assessment of children's statements.

2.4.1.2. Recommendations

- Forensic social workers need to be equipped with specialised knowledge and skills when working with child sexual abuse victims.

- This education must include knowledge of the definition of child sexual abuse, indicators of sexual abuse, impact of sexual abuse on the child, interviewing techniques, developmental factors including cognitive, and socio-emotional and language development, as this will have a significant influence on the type of information a child can provide about sexual abuse allegations.
- Forensic social workers should determine the child's competency to testify, memory, suggestibility and all other aspects pertaining to child sexual abuse as this can have a significant influence on the outcome of a forensic investigation.
- It is important for forensic investigators to be knowledgeable about sexual behaviour that is coercive and aggressive in nature, as this could be a sign of abnormal sexual behaviour.
- Forensic social workers must be aware of age-appropriate language in different developmental phases, as ignorance concerning this aspect can cause a forensic investigator to interpret information incorrectly and to draw wrong conclusions concerning the alleged sexual abuse.
- Cultural differences must be considered when conducting forensic investigations.
- Forensic social workers must familiarise themselves with their function as an expert witness.
- Knowledge of forensic interviewing of the sexually abused child is important and a protocol-structured or semi-structured interview must be utilised when interviewing children and conducting unstructured interviews must be avoided.

2.4.2 Article 2: Viewpoints of professional people on their needs and knowledge of the training of forensic social workers

The objective of this article was to explore and describe by means of a literature study as well as an empirical investigation the knowledge and needs of professional people on developing a training programme for forensic social workers working with sexually abused children. The researcher utilised an interview schedule as a written questionnaire to guide the interviews with pre-determined questions in this phase of the research.

Determining whether a child was sexually abused is a tremendous clinical and legal challenge. Child abuse is one of the most difficult crimes to detect and prosecute, in

large part because there are often no witnesses except the victim. Abuse is difficult to detect because the acts are predominantly nonviolent and usually occur in secret rendering the child the only witness. Mental health investigations and testimonies offered to prove sexual abuse cases are complicated and controversial. The poor quality of mental health investigations and testimony can cause victimised children to go without protection and innocent defendants to be convicted (Myers, 2012:203-204).

Maschi, Bradley and Ward (2009:384) mention that forensic interviews are usually conducted by specially trained professionals that have graduate-level education in the areas relevant to this type of interviewing. Interviewers should be graduate-level mental health professionals who have previous experience working with children; training in child sexual abuse and child development; experience working with children; training in child sexual abuse and child development; experience conducting forensic interviews; and experience testifying in court. Ludwig (2007:18) mentioned in her research that 100% of her participants in her study mentioned that there is a need for training forensic social workers. Scheepers (2008:10) mentioned in her research that social workers wishing to render forensic services will need to acquire additional, specific, specialised knowledge, skills and experience regarding this field. Social workers experience a need for being trained. In order to receive specialised training to do competent legally defensible child sexual abuse assessments that will best serve the interest of the victimised children and the defendants alike, research is needed to identify the needs of professionals in connection with the development of a programme to train these social workers.

Many professionals lack such specific specialised training in this area and the legal profession is often confronted with an array of self-identified experts who have emerged to fill the void; unfortunately, these experts often use inadequate assessment and evaluation techniques. If conclusions are drawn and opinions formed on the basis of inadequate or insufficient information, children may be harmed, parent-child and other relationships seriously damaged, and cases contaminated to the degree that courts and other experienced and trained professionals have great difficulty determining what had really happened. The best way of protecting the rights of the people concerned is by conducting investigations in a competent and responsible manner (Carstens, 2006:199). The researcher is of opinion that it is evident from the research studied that forensic social workers need to have specialised training and specific skills. Without these skills

prosecution of perpetrators and the protection of child sexual abuse victims may not be as successful as it might otherwise be.

The education and training of the social worker can bring great value to the courtroom (Niland, 2007:125). The researcher's aim thus is to establish what the contents should be of this training programme according to the needs of judicial officers, FCS-unit investigating officers and social workers currently working in the forensic field. During this part of the research, the researcher drew the conclusion that a training programme for forensic social workers working with child sexual abuse is needed and training of forensic social workers is essential.

2.4.2.1 Conclusions

- From the responses of this article, it emerged that the participants indicated that forensic social work is a specialised field and that one needs special skills and knowledge to practise in this field because it is different from generic social work.
- From their responses, it seems that the participants recommended that the professionals working in the forensic field be equipped with postgraduate training, preferably on a Master's degree level.
- The participants were unanimous that a training programme in South Africa is needed and essential and that it is of importance that this programme must be accredited at a university.
- The participants indicated that a forensic interview with the child is a very important first step in the assessment proses.
- From their responses, it seems that the participants indicated that forensic social workers must be guided by the case in hand and need prerequisite knowledge and information to conduct forensic assessments.
- The participants indicated that forensic social workers are needed in child sexual abuse cases to assess the child victims; write reports and act as expert witnesses in court and to be knowledgeable about the courtroom procedures.
- The forensic social worker must be knowledgeable about all aspects of child sexual abuse. When consulted as expert he/she must be able to express an

opinion on any matter involving the child sexual abuse victim; thus requiring special knowledge of court procedures.

2.4.2.2 Recommendations

- Forensic social workers should familiarise themselves with literature, they must have had adequate training, preferably on a postgraduate level, in order to qualify as an expert in the forensic social work field.
- Through research much progress has been made over the past two decades in the field of child sexual abuse assessments. Research is an essential part of forensic social work and these professionals should develop and maintain the necessary expertise to enhance their professionalism by doing applicable research in their field of expertise on a continuous basis.
- Forensic social work is a relatively new field in the social work profession and training programmes require continuous revision; the knowledge base must be refreshed on a regular basis.
- Interviewers should be as knowledgeable as possible about new research and should regularly seek review of their work. They should strive to incorporate evidence-based best practice techniques in their assessments so that children's voices can be heard.
- As research continues and our experience grows, we will continue to learn more about how to do a better job at protecting children and holding offenders accountable.
- Forensic social workers should place high value on objectivity and must not condemn change and development in the forensic field. Feedback of research should be utilised constructively and must be adjusted and changed accordingly.
- The forensic social worker should never work in isolation but must form part of a multidiscipline team, involving the state prosecutor as well as the investigating officer of the FCS-units.
- Prerequisite specialised training as was discussed in this research and identified through the needs analysis should be part of a training programme for forensic social workers. Forensic social workers should employ scientific legally defensible methods to conduct forensic assessments. Training that will support

the child witness best to accurately relay information concerning child sexual abuse must fuel best practices.

- Postgraduate training which is available to forensic social workers is limited to the North-West University – the only university rendering postgraduate training in forensic practice. This makes it difficult for social workers to travel the distance to attend classes and the financial implication thereof is very high. This newly developed training programme will make training more accessible to all social workers interested in a forensic social work career, such as social workers working with child sexual abuse cases in rural areas where they can be trained intern in their organisations and receive group supervision.
- In the forensic social work field discussions, group supervision and continuous training and support with one's peers is an essential part of keeping up and remaining updated with new trends and research in the forensic social work field. Making training more accessible to social workers through in-service training will benefit child sexual abuse victims that are in need of this specialised service. Only then will we serve in the best interest of the child.

2.4.3 Article 3: Developing a training programme for forensic social workers working with child sexual abuse

The objective of this part of the study was to identify, by means of a literature study as well as the information gathered from experts working with child sexual abuse cases, what the content should be of a training programme for forensic social workers working with child sexual abuse. The focus in this article was on the development of a training programme aimed at empowering social workers with knowledge and skills to successfully conduct a legally defensible assessment in child sexual abuse cases. This training programme will assist social workers when conducting forensic assessments to assist the criminal justice system in making a fair and just decision in child sexual abuse cases. This programme will contribute to training social workers without proper training in the forensic field and will provide previously trained forensic social workers with updated and recent literature. Forensic social work is evolving continuously and professionals need to be familiar with best practices supported by research.

Walker (2002:172) mentioned in this regard that forensic social workers must appreciate that positive outcomes associated with even the most informative training programmes

decay over time without training “boosters” designed to maintain best practices. Forensic social workers need support from their superiors and from policy-makers that provide resources necessary to implement and sustain high-quality forensic assessment practices. The researcher is of opinion that only social workers with grounded knowledge of child sexual abuse, child development (including cognitive, social and emotional development) ought to do forensic assessments with child sexual abuse victims. Untrained social workers may miss important information during the assessment process and could interpret information incorrectly. A poor assessment by an untrained professional can have a detrimental impact on both victim and alleged perpetrator.

According to Vieth (2009:193), it is essential that forensic social workers must have specialised training in conducting forensic assessments. The researcher agrees with the previously mentioned researcher and the research findings contributed to the aim of the current research to develop a training programme for forensic social workers to ensure that forensic social workers do receive specialised training. Training in the forensic social work field is essential but an expensive financial lay-out. Not all social workers can afford to travel to universities to receive the most needed specialised postgraduate training. Those untrained social workers have to deal with child sexual abuse cases on a daily basis. Especially in the rural areas where most of the researcher’s referrals came from in SAPS, a great need was noticed for social workers that have to deal with these cases, to be trained.

2.4.3.1 Conclusions

- The literature study that was done and the needs analysis confirmed that professionals conducting forensic assessments must possess a postgraduate qualification as well as knowledge of child assessments, expert testimony and all aspects of child sexual abuse. Forensic assessments must be conducted by specially trained child forensic investigators.
- This training programme is designed to address the training needs of forensic social workers –, to equip these social workers interested in a career in forensic social work with prerequisite knowledge. This training programme will enable social workers to obtain postgraduate training. The training will be provided to interested social workers as an in-service training option as an intern at the organisation they work for.

- Social workers interested in a postgraduate qualification in the forensic field need an accessible well-researched training programme. Many social workers working in rural areas deal with sexual abuse on a daily basis. It is not always affordable and practical for these social workers to travel far distances to universities to enrol for a forensic social work training programme for a postgraduate qualification.
- This programme will make training more accessible to all social workers interested in a forensic social work career, such as social workers working with child sexual abuse cases in rural areas.
- The researcher works in rural areas in the Limpopo Province and experiences on a daily basis the high incidence of child sexual abuse cases reported to the South African Police Service.
- In order to address this issue of social workers working in rural areas and conducting forensic assessments without proper training, they could be trained intern by the organisation they work for if a well-researched training programme could be provided. Because of the growing interest in the forensic social work field, training programmes should also be developed and offered at different training institutes to make it more accessible to students.
- This article focussed on the development of a training programme for forensic social workers working with child sexual abuse. The aim of the article was to empower forensic social workers with skills and knowledge to conduct competent forensic assessments on sexually abused children.
- The researcher developed this training programme by doing a thorough literature study applying the results obtained from professionals involved in child sexual abuse assessments as reported in the previous article in which the needs analysis was explained.
- One can naturally assume that forensic social workers as well as the victims of sexual abuse and the courts will benefit from more than one training programme offered at different institutions.
- The development of a training programme could attempt to address this burning issue of untrained social workers assessing the child sexual abuse victims. This training programme could be made available for training of these social workers

to equip them with knowledge and skills in order to conduct competent forensic assessments with sexually abused children.

- The researcher concluded from the needs assessment that a training programme could also focus on continuous development of skills and knowledge of social workers already trained in the forensic field due to the fact that forensic social work is always evolving to assist the child sexual abuse victim and to assist court in making a fair and just decision.
- In conclusion it must be emphasised that as long as the forensic social work profession does not have clearly defined guidelines approved by the SACSSP, the field of forensic social work will be vulnerable with no clear standard set for training.

2.4.3.2 Recommendations

- All forensic social workers must receive specialised, postgraduate training in order to conduct forensic assessments with child sexual abuse victims.
- This specialised training must include all aspects relevant to the training of forensic social workers working with child sexual abuse cases.
- Training in the forensic social work field is essential but an expensive financial lay-out. Not all social workers can afford to travel to universities to receive the most needed specialised postgraduate training. Those untrained social workers have to deal with child sexual abuse cases on a daily basis. Especially in the rural areas where most of the researcher's referrals came from in SAPS, a great need was noticed for social workers that have to deal with these cases, to be trained. This training programme needs to address this in-service training need.
- Relevant entities such as the South African Council for Social Service Professions must acknowledge the lack of guidelines in the field of forensic investigations and must establish relevant guidelines for professionals that conduct forensic assessments.
- The above-mentioned guidelines must also include specifications regarding essential qualifications, experience and expertise as well as scope of practice for these forensic social workers.

2.4.4 Article 4: Evaluation of a training programme developed for forensic social workers working with child sexual abuse

The specific objective of this article was to evaluate the training programme developed for forensic social workers working with child sexual abuse. This forensic training programme was developed firstly, after a comprehensive literature study was done, as reported in the previous articles and secondly, based on the needs analysis as was reported previously.

During this study the researcher did not make use of an experimental design. The researcher did not make use of any pre-tests or post-tests during this research in order to evaluate the effectiveness of the training programme, but used an evaluative approach. The reason for this is that the researcher is of opinion that it would be a lengthy research study to evaluate and test the trustworthiness of the programme. This should be addressed in a next study. The purpose of evaluation can be summarised as follows (Fouché, 2011:452-453):

- to gathering information in order to improve the design,
- to develop, form and implement a programme (formative evaluation),
- to describe the process of a programme as it is being developed (process evaluation),
- to assess the impact, outcome or worth of a programme (summative evaluation).

The researcher involved a focus group of participants to evaluate the training programme. This panel consisted of magistrates and state prosecutors regularly working with cases of child sexual abuse, expert investigators in cases of child sexual abuse such as forensic social workers and investigating officers of the FCS-unit of SAPS. The researcher led a focus group discussion. From the focus group's response it seems that the training programme developed by the researcher does indeed correlate with their needs and knowledge of the content of a training programme for forensic social workers. The researcher used this information to evaluate whether a correlation exists between their suggestions, the developed training programme and what literature recommends in this regard. The responses indicated that the participants viewed the training programme as effective. They confirmed their confidence in employing this training programme during the training of forensic social workers. According to the participants, this training programme will provide the forensic

social workers with the required knowledge, skills and expertise in order for them to conduct forensic assessments.

2.4.4.1 Conclusions

- There is a need for trained forensic social workers in South Africa.
- Currently there are no guidelines to assist forensic social workers; this need should be addresses urgently.
- The researcher also realised that judicial officers and police investigating officers are not properly trained in dealing with child sexual abuse cases.
- The researcher concluded that if forensic social workers receive training by using this training programme it will serve the needs of court and will serve the best interest of the child victim.
- The researcher also concluded that there is a great need for more professionals to be trained as forensic social workers, especially in all the official languages of South Africa.

2.4.4.2 Recommendations

- There is a need for the services of trained forensic social workers.
- Forensic social workers must ensure that their training is adequate for performing proper forensic assessments.
- More forensic social workers that can speak an African language must be trained to conduct forensic assessments.
- Formal guidelines must be established in South Africa to guide forensic investigators during forensic investigations.
- Forensic investigators must not only be trained in guidelines or protocols but also receive training in expert testimony during court cases. Report writing for court purposes is also important during the training of forensic investigators in cases of child sexual abuse.

3. TESTING THE CENTRAL THEORETICAL ARGUMENT

This research was based on the following theoretical argument:

Social workers with a four-year degree in social work, working with sexually abused children do not qualify as experts in the forensic social work field. The aim of the forensic interview is a fact-finding process and should only be conducted by professionals that have received specialised training in the forensic field at postgraduate level (Spies & Carstens, 2005:38). The majority of professionals in South Africa that conduct assessments on sexually abused children and testify on this matter in court do so without proper qualifications or specialisation in this field (Kaliski, 2006:62). These professionals need to ensure that they always conduct the interviews in a legally defensible manner (Fouché & Joubert, 2009:43). Hence highly trained and skilled forensic interviewers are needed to conduct these challenging interviews.

It is within this context that the central argument for this study holds that sustainable change-over-time could very well be possible if a well-researched training programme for social workers working with sexually abused children is effectively crafted and implemented.

Based on the findings and conclusions of this research, as discussed above, the central theoretical argument was proven based on these qualitative research studies.

4. RECOMMENDATIONS

Based on the findings and conclusions, the following general recommendations are made:

- More research is needed on training for forensic social workers because even the most informative training programmes decay over time without training “boosters” designed to maintain best practices.
- Forensic social workers must familiarise themselves with regard to the latest trends and research in the field of forensic investigations of cases concerning child sexual abuse.
- Forensic social workers need support from their superiors and from policy makers that provide resources necessary for implementing and sustaining high-quality forensic assessment practices.
- The researcher is of opinion that only social workers with grounded knowledge of child sexual abuse, child development (including cognitive, social and emotional development) ought to do forensic assessments with child sexual abuse victims. Untrained social workers may miss important information during the assessment

process and could interpret information incorrectly. A poor assessment by an untrained professional can have a detrimental impact on both the victim and the alleged perpetrator.

- A partnership must be established with legal professionals.
- This training programme can be presented to judicial officers in order to educate them on child sexual abuse matters, important aspects of child development, but most important of all, to educate them in the theory of forensic social work.
- Currently, no guidelines exist in South Africa to guide professionals working with cases of child sexual abuse. The researcher therefore recommends professional bodies, with specific reference to the South African Council for Social Service Professions, to register forensic social workers as a specialised field. This will ensure that social workers can register as forensic social workers. Hence inexperienced forensic social workers can receive supervision from their more experienced colleagues. An ethical code of conduct must also be established for forensic social workers.
- The researcher realised that there is a need for professionals that can conduct forensic assessments in rural areas.
- The researcher is of opinion that this programme must be presented over a period of time, as it is a huge amount of new information the learners are exposed to. This training must also include a practical component, since practical experience in this field is important.
- Prospective students must at least possess a BSW degree before attending such training, as the BSW degree is the basis of the knowledge and skills required to attend the training.
- The researcher is of opinion that the effectiveness of this training programme can be tested, which then is a possibility for future research.
- Some community members are surprised that most mental health professionals know very little about child sexual abuse. Only a small fraction of mental health professionals are knowledgeable and experienced enough to perform competent assessments of child sexual abuse.

5. CONTRIBUTIONS OF THIS RESEARCH

This research has made contributions towards the social work profession and especially towards forensic social work that focuses on the assessment and investigation of child

sexual abuse cases, as there is a shortage of accredited well-researched training programmes for forensic social workers in South Africa, especially for social workers in rural areas that cannot afford postgraduate training at a university. They lack training in the forensic field but are forced to deal with child sexual abuse on a daily basis in their case loads. These social workers need to receive in-service training in the forensic social work field at the organisations they are working for.

This research will be submitted for publication to Child Abuse Research in South Africa (CARSA) and Social Work/Maatskaplike Werk. Prospective forensic social workers will be trained with this training programme.

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SECTION D

ADDENDUMS

ADDENDUM 1: PROGRAMME

Training programme

for forensic social workers

working with child sexual abuse

Compiled by: CGJ Phillips

2015



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Parents need to fill a child's bucket of self-esteem so high that the rest of the world can't poke enough holes to drain it dry.

-Alvin Price

1. INTRODUCTION

Forensic social work is a new and exciting social work specialisation which is growing in prominence, as more social workers are interested in this specialised field within the social work profession. Social workers possess a unique combination of skills that lend them to forensic work.

The majority of professionals in South Africa, that conduct assessments on sexually abused children and testify on this matter in court, do so without proper qualifications in this field (Kaliski, 2006:62). Hence there is a need for training in this regard. Very few training programmes are devoted specifically to meet the needs and expectations of South African forensic social workers. Postgraduate training that is available for forensic social workers is limited to the North-West University. This makes it difficult for social workers to travel the distance to attend classes and the financial implication thereof is very high. This programme will make training more accessible for all social workers interested in a forensic social work career, such as social workers working with child sexual abuse cases in rural areas where they can be trained internally in their organisations.

This training programme will attempt to do just this. Having determined the needs in a preliminary needs assessment the researcher has therefore designed this training programme. Throughout the programme the focus will be on the general aim which is to equip social workers with knowledge and skills to conduct competent forensic assessments with child sexual abuse victims. The programme to follow consists of the objectives, aims, contents and reference manuals containing literature for some sessions. The programme will be divided into four study units with each having their own main objective. The study units will not be presented consecutively at once but will be stretched over a seven-month period. Ample time will be allowed between study units for attendants to complete theoretical and practical assignments as well as to prepare for class tests and a practical examination. The four study units are divided into five-day sessions with each day having its own subsection objectives. After completion of

the study units and sessions all objectives will be achieved and integrated. Following is a brief explanation of each study unit's main objective.

- A. Study unit 1:** During study unit one, the main objective will be to obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim.
- B. Study unit 2:** During study unit two, the main objective will be to obtain adequate knowledge of all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases.
- C. Study unit 3:** During study unit three, the main objective will be to analyse whether the knowledge and skills obtained in the previous study units were fully comprehended and integrated by conducting a practical examination.
- D. Study unit 4:** During study unit four, the main objective will be to obtain knowledge of all aspects of expert witnessing as well as to analyse and demonstrate that all expectations of being an expert witness were fully comprehended and integrated.

Applicable literature will be provided in the form of a reference manual during each session. This manual is an aid to assist in preparation for class discussions, class tests and completion of practical and theoretical assignments. After completion of each session there will be evaluation opportunities to ascertain that objectives were achieved.

Too much love never spoils children. Children become spoiled when we substitute presents for presence.

- Anthony Witham

2. PROGRAMME OBJECTIVE

The general aim of this training programme is to equip social workers with knowledge and skills to conduct forensic assessments with child sexual abuse victims

1. PARTICIPANTS

This training programme is designed to address the training needs of forensic social workers with a view to equip these social workers interested in a career in forensic social work with prerequisite knowledge. This training programme will enable social workers to obtain postgraduate training. The training will be provided to interested social workers as an in-service training option as an intern at the organisation where they are working.

2. THE LAYOUT OF THE TRAINING PROGRAMME

The programme will be divided into 4 study units, divided into 5-day sessions each. Training sessions are divided into activities that include:

- class discussions,
- self-studies,
- role-play,
- presentations by attendants,
- case studies,
- practical and theoretical assignments,
- practical and theoretical class tests,
- National Child Advocacy Centre(NCAC) on-line training,
- mock court scenario,
- guest speakers relevant to the objective/outcome of the session, and
- utilising an overhead presentation or film footage relevant to the lecture to integrate theoretical information.

3. SESSION LAYOUT

Each session has different objectives/outcomes that need to be reached at the end of every session. Times throughout the study unit and sessions are estimated, and can be shortened or lengthened depending on the facilitator.

4. REFERENCE MANUAL OF RELEVANT LITERATURE

Most of the literature referred to in the study unit and sessions will be provided to the attendants in the form of a reference manual. The reference manual is included at the back of each session's contents. Attendants will be expected to do self-study and to search for relevant literature electronically. A list of recommended text books is included at some study units if applicable.

5. HOW TO USE THE STUDY UNIT AND THE REFERENCE MANUAL

- In each study unit it is indicated what the main objective/outcome of the unit is which needs to be achieved.
- At each session the subsection objectives/outcomes of the session which need to be achieved, will be indicated.
- During every session you will be provided with a learning content for class discussion and a reference manual containing relevant literature for the session.
- You will be required to study the learning content and the reference manual to complete a theoretical assignment after each session and a practical assignment after each study unit completed.
- The completion of all assignments is compulsory; this offers an opportunity for evaluation and for achieving the objectives/outcomes of each session and study unit.

It is easier to build up a child than it is to repair an adult.

Choose your words WISELY!- Anon.

3. SCHEMATIC LAYOUT OF THE TRAINING PROGRAMME

STUDY UNIT 1	CONTENT	TIME
	Day 1	
SESSION 1	▪ Welcome, introduction, orientation and identifying details ▪ Ice breaker ▪ Expectations ▪ Order arrangements ▪ Outline of the training programme-Prerequisite knowledge and skills/training needs of the FSW ▪ Aim of the study unit and how to use it ▪ MORNING TEA/BREAK ▪ Definition of Forensic Social Worker (FSW) ▪ The specialised field of FSW ▪ SACSSP guidelines for FSW training prerequisites ▪ Role and functions of FSW ▪ FSW vs. Clinical social work ▪ Impact of work on the FSW ▪ Summary and theoretical assignments ▪ LUNCH ▪ The session includes: a lecture based on an overhead presentation or film footage relevant to the lecture.	8:00-10:00 10:00-10:30 13:00-14:00 14:00-16:00
Introduction to the specialised field of FSW		
	Day 2	
SESSION 2	▪ Oral feedback session on assignment ▪ Definition of Child Sexual Abuse (CSA) ▪ Different types/forms of child sexual abuse ▪ Incest and the influence of family systems in CSA cases (Intra and extra familial abuse) ▪ MORNING TEA/BREAK ▪ Indicators of sexual abuse ▪ What is normal sexual behaviour ▪ Impact of sexual abuse on the child victim ▪ Summary and theoretical assignments	8:00-10:00 10:00-10:30
Understanding the child sexual abuse (CSA) victim in FSW assessments		

Forensic interviewing	- Choice of a model in CSA assessments MORNING TEA/BREAK - Types of questioning (APSAC guide) - Assessment techniques/media in child sexual abuse assessments - Determine the child's competency to testify LUNCH - The unit includes: a lecture based on an overhead presentation or film footage relevant to the lecture. - Summary and assignments	10:00-10:30 13:00 14:00-16:00
	Day 2	
Forensic interviewing	- Oral feedback session on assignment - Forensic interviewing continue - Role play/ Practise exercise MORNING TEA/BREAK - Children with special needs (disabled children, very young children and cultural sensitivity) - When to refer the CSA victim - Interpreters and forensic assessments of child sexual abuse victims - Multiple interviews and repeated interviewing of children - Summary and assignments	8:00-10:00 10:00-10:30 13:00
	Day 3	
Forensic interviewing	- Oral feedback session on assignment - Corroborating/collateral information - Interview with alleged offender - Interview with non-offending parent - Other interviews/recording of interviews MORNING TEA/BREAK - Determining the likelihood of a true allegation of sexual abuse/Detecting deception in children - Summary and assignments	8:00-10:00 10:00-10:30 13:00
	Day 4	
SESSION 4	Oral feedback session on assignment	8:00-10:00

Legal Aspects (Guest speaker)	▪ Legal aspects: Applying South African law to sexual offence cases ▪ Court procedures ▪ Criminal Law sexual Offences and Related Matters Amendment Act. 32 of 2007 ▪ Films and Publications Act, Act 65 of 1996, Minimum sentences act 105 of 1997 ▪ Questions from attendants ▪ MORNING TEA/BREAK ▪ Children's act 38 of 2005 ▪ Child justice act 75 of 2008 ▪ Writing the court report ▪ Questions from attendants ▪ LUNCH ▪ The unit includes: a lecture based on an overhead presentation or film footage relevant to the lecture. ▪ Summary and assignments	10:00-10:30 13:00-14:00 13:00-16:00
	Day 5	
SESSION 5 The role of the Psychologist in CSA cases (Guest speaker)	▪ Oral feedback session on assignment ▪ The role of the psychologist in CSA assessments ▪ Questions from attendants ▪ MORNING TEA/BREAK ▪ The role of the psychologist in CSA assessments continue ▪ When to refer the CSA victim ▪ Questions from attendants ▪ Summary and assignments ○ National Child Advocacy Centre Online Training: ○ Most common mistakes made in forensic interviews and how to fix them. ○ Four W's and an H: Addressing the Who, What, Where, When and how of child assessment technology. ○ Interviewing preschool children. ○ Filtering information utilizing interpreters in investigative interviews ○ Forensic interviewing skills for working with child abuse victims with cognitive or communication impairments	8:00-10:00 10:00-10:30 13:00

STUDY UNIT 3	CONTENT	TIME
	Day 1	
SESSION 1	▪ Class test 2 ▪ Oral feedback session on assignment ▪ Practical examination ▪ Discussion ▪ MORNING TEA/BREAK ▪ Practical examination ▪ Discussion ▪ Summary	8:00-10:00 10:00-10:30 13:00
Practical examination		
	Day 2	
SESSION 2	▪ Practical examination ▪ Discussion ▪ MORNING TEA/BREAK ▪ Practical examination ▪ Discussion ▪ Summary	8:00-10:00 10:00-10:30 13:00
Practical examination		
	Day 3	
SESSION 3	▪ Practical examination ▪ Discussion ▪ MORNING TEA/BREAK ▪ Practical examination ▪ Discussion ▪ Summary	8:00-10:00 10:00-10:30 13:00
Practical examination		
	Day 4	
SESSION 4	▪ Practical examination ▪ Discussion ▪ MORNING TEA/BREAK ▪ Practical examination ▪ Discussion ▪ Summary	8:00-10:00 10:00-10:30 13:00
Practical examination		
	Day 5	

SESSION 5	▪ Practical examination ▪ Discussion ▪ MORNING TEA/BREAK ▪ Practical examination ▪ Discussion ▪ Summary and assignments: ○ Prepare a court report on practical examination child for mock court ○ National Child Advocacy Centre Online Training: ○ Providing expert testimony in CSA cases	8:00-10:00 10:00-10:30 13:00
STUDY UNIT 4	CONTENT	TIME
	Day 1	
SESSION 1 Medical evidence in CSA assessments (Guest speaker)	▪ Oral feedback session on assignment ▪ Medical evidence in child sexual abuse assessments ▪ Questions from attendants ▪ MORNING TEA/BREAK ▪ Medical evidence in child sexual abuse assessments continue ▪ Questions from attendants ▪ Summary and assignment	8:00-10:00 10:00-10:30 13:00
	Day 2	
SESSION 2 Expert witnessing	▪ Oral feedback session on assignment ▪ The forensic social worker as an expert witness ▪ Nature of an expert witness ▪ Requirements to be an expert witness ▪ MORNING TEA/BREAK ▪ Preparing for expert testimony ▪ Compiling a court CV ▪ Summary and assignments	8:00-10:00 10:00-10:30 13:00
	Day 3	
SESSION 3	▪ Oral feedback session on assignment ▪ Providing expert testimony ▪ Questions that will be put to the expert in court	8:00-10:00

Expert witnessing	▪ Role play/ Practice exercise ▪ MORNING TEA/BREAK ▪ Role play/ Practice exercise ▪ Discussion and summary	10:00- 10:30 13:00
	Day 4	
SESSION 4 Expert witnessing	▪ Mock court ▪ MORNING TEA/BREAK ▪ Mock court ▪ Discussion and summary	8:00-10:00 10:00- 10:30 13:00
	Day 5	
SESSION 5 Expert witnessing	▪ Mock court ▪ MORNING TEA/BREAK ▪ Mock court ▪ Closing ▪ Summary and evaluation of programme	8:00-10:00 10:00- 10:30 13:00

**The best security blanket a child can have is parents
who respect each other**

Jane Blaustone

A. STUDY UNIT 1

Main objective:

- Obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding

Session 1

Objectives/outcomes of session 1

Main objective/outcome of session 1:

Obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim.

Subsection objectives/outcome of session 1:

- ✓ To introduce the facilitator to the students
- ✓ To introduce attendants to each other
- ✓ To discuss order arrangements
- ✓ To establish and build a relationship
- ✓ To outline and clarify the purpose, objectives and structure of the training programme. The prerequisite knowledge and skills/training needs of the FSW
- ✓ To create an atmosphere of warmth, acceptance and enjoyment
- ✓ To clarify the definition of forensic social work
- ✓ To discuss the specialised field of forensic social work
- ✓ To discuss the SACSSP guidelines for forensic social work
- ✓ To discuss the role and functions of forensic social work
- ✓ To clarify the difference between forensic social work and clinical social work

- ✓ To discuss the impact of the work on the forensic social worker
- ✓ To utilise film footage as part of the session relevant to the lecture to emphasise the influence of childhood trauma on the child's development and functioning.

Preparation for next session:

- ✓ The lecturer will summarise session 1 and a theoretical assignment for completion for the next session will be handed out to enable the attendants to fully comprehend all learning outcomes of session 1.
- ✓ All relevant literature provided during session 1 must be studied to enable attendants to complete this assignment.

Content

This is an introduction session and the focus will be on the introduction of the attendants to the specialised field of forensic social work. The facilitator will welcome the attendants and introduction will follow. The attendants will introduce themselves to the rest of the group; this training includes many practical assignments in class and this will provide a starting point for interaction. This will be done through an icebreaker. Ice breakers can be an effective way of starting training. As interactive and often fun sessions run before the main proceedings, they help people get to know each other (Mind Tools, 2012:1). As an icebreaker, each attendant will be asked to introduce the colleague next to her/himself and name the reasons to the rest of the group why they chose to enrol for this training and what their expectations are. An attendance list will be circulated and attendants will be asked to fill in their identifying particulars as well.

The attendants will be encouraged to be cooperative and be productive in class to gain the maximum from the training programme. Attendants will be informed regarding order arrangements:

- ❖ Classes will be strictly from 8:00 until 13:00 on day of lecture. Attendants will be expected to be available for class after 14:00 on dates that will be

arranged with them if the lecture of the day was based on an overhead presentation or film footage relevant to the lecture. This will also allow for sufficient time to complete theoretical assignments.

- ❖ The training programme consists of 4 study units. The material needed for each study unit will be handed to the attendants in session 1 of each unit.
- ❖ The study unit will contain the outline of each session in the specific unit.

The aim of the study unit is:

- To highlight all outcomes of each session the attendants should achieve as well as the outcome of that specific study unit as a whole.
 - During every session literature will be provided to the attendants in the form of a reference manual. For the attendants to be able to complete theoretical and practical assignments to achieve the outcomes of each session, the content must be studied.
 - Class discussions, completion of assignments in all sessions and class tests evaluate the attendants continually, making sure they integrate the literature and achieve the outcomes.
- ❖ Attendants will be expected to complete a theoretical assignment after every session for oral feedback in class the next day. This assignment must be handed in for a theoretical assignment mark.
 - ❖ Class participation will contribute to a class participation mark in each session. Class attendance is compulsory for the successful completion of the training. Hence class preparation is important.
 - ❖ Attendants absent from class without a medical certificate or without having notified the facilitator will result in them not meeting all requirements of the training programme. This will result in attendants not being allowed to take the practical examination.
 - ❖ Attendants will be expected to write two class tests and to take a practical examination.
 - ❖ Each attendant will receive a schematic presentation of the content of the training programme which may change in the facilitator's discretion. The

facilitator will briefly outline the main objectives of each study unit and link it to the purpose of the different sessions.

After completion of the introduction phase of session 1 the facilitator will focus on the rest of the session's outcomes. To reach the main objective of study unit 1, namely to obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim, each of the outcomes of this subsection will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to enable them to reach this session's outcomes. The attendants should be able to give an evaluation of the outcomes of session 1 during the oral feedback session on the assignment during session 2. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge.

Recommended textbooks for study unit 1:

- 1. Berk. L.E. 2013. Child Development. 9th Ed. Boston: Pearson education.**
- 2. Hewitt, S.K. 1999. Assessing allegations of sexual abuse in preschool children. Understanding small voices. Sage Publications. ISBN0-7619-0205-890000.**
- 3. Kuehnle, K. & Connell, M. The evaluation of Child sexual Abuse Allegations: A Comprehensive guide to Assessment and Testimony. New Jersey: Johan Wiley & sons. ISBN 978-0-470-28860-3-90000.**
- 4. Sigelman, C.R. & Rider, E. A. 2012. Human development across the life span. 7th ed. China: Wadsworth.**
- 5. Smith, P.K., Cowie, H. & Blades, M. 2011. Understanding children's development. 5th ed. UK, John Wiley & Sons.**
- 6. Spies, G.M. 2006. Sexual abuse dynamics, assessment and healing. Pretoria: Van Schaik. ISBN-978-0-627-026737**

The following literature will be provided to the attendants in the form of a reference manual for session 1:

1. Barker, R.L. & Branson, D.M. 2000. Forensic Social work; Legal aspects of Professional practice. New York: The Haworth Press, Inc.
Chapter 1. Forensic social work in a litigious society p.1-13
Chapter 2. The practice of forensic social work p.15-32.
2. Butters, R.P. & Vaughan-Eden, V. 2011. The ethics of practicing forensic social work. *Journal of forensic social work*, 1:61-72.
3. Clark, C.R. 2009. Professional Roles: Key to accuracy and effectiveness. (*In Kuehnle, K., ed. Connell, M. The evaluation of Child sexual Abuse Allegations: A Comprehensive guide to Assessment and Testimony. New Jersey: Johan Wiley & Sons p. 69-79.*)
4. Cole, P.L. 2012. The role of perceptions in collaborative relationships: Implications for forensic social work practice. *Journal of forensic social work*, 2:3-24.
5. Cussons, M. & Strydom, C. 2013. Experiences of social workers in investigating child sexual abuse. *The social Work Practitioner-Researcher*, 25(1): 59-78.
6. Faller, K.C. 2007. Forensic and clinical interviewer roles in child sexual abuse. (*In Faller, K.C., ed. Interviewing children about sexual abuse: controversies and best practice. New York: Oxford University Press, Inc. p. 3-9.*)
7. Green, G., Thorpe, J. & Traupmann, M. 2005. The sprawling thicket: Knowledge and specialization in forensic social work. *Australian Social Work*, 58(2):142–153.
8. Hollely, K. 2009. Examining the impact of childhood trauma. (*In Müller, K. & Hollely, K., eds. Introducing the child witness. 2nd ed. Port Elizabeth: Printrite.*)
9. Katz, L.F., Lederman, C.S. & Osofsky, J.D. 2011. Understanding and preventing vicarious traumatization and compassion fatigue. (*In*

Katz, L.F., Lederman, C.S. & Osofsky, J.D., eds. Child-centred practices for the courtroom & community. Maryland. Brooks publishing. p. 100-105.)

10. Koocher, G.P. 2009. Ethical issues in child sexual abuse evaluations. (In Kuehnle, K., ed. Connell, M. The evaluation of Child sexual Abuse Allegations: A Comprehensive guide to Assessment and Testimony. New Jersey: Johan Wiley & Sons. p. 81-99.)
11. Maschi, T. & Killian, M.L. 2009. Defining collaborative forensic social work with diverse populations. (In Maschi, T., Bradley, C. & Ward, K., eds. Forensic Social Work. Psychosocial and Legal Issues in diverse practice settings. New York. Springer Publishing Company. P. 3-9).
12. Maschi, T. & Killian, M.L. 2011. The Evolution of forensic social work in the United States: Implications for 21st Century Practice. Journal of Forensic Work, 1(8):8-36.
13. Mason, T. 2002. Towards a 'forensic lens' model of multidisciplinary training. Journal of psychiatric and mental health nursing, 9, 541-551.
14. Munson, C. 2011. Forensic social work practice standards: Definitions and specification. Journal of forensic social work, 1:37-60.
15. Perron, B.E. & Hiltz, B.S. 2006. Burnout and secondary trauma among forensic interviewers of abuse children. Child and adolescent social work journal, 23(2): 216-234.
16. SAPSAC guidelines
17. Sheehan, R. 2012. Forensic social work: A Distinctive frame work for Intervention. Social work in Mental Health, 10:409-425.

**The most precious jewels you'll ever have around your neck are the arms of
your children.**

-Anon.

Session 2

Objectives/outcomes of session 2

Main objective/outcome of session 2:

Obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim

Subsection objectives/outcomes of this session:

- ✓ To establish whether the attendants had integrated session 1 by giving oral feedback on the theoretical assignment of the session. This written assignment should be handed in for quality control.
- ✓ To understand the definition of Child Sexual Abuse (CSA)
- ✓ To understand the different types/forms of child sexual abuse
- ✓ To understand incest and the influence of family systems in CSA cases (Intra and extra familial abuse)
- ✓ To have knowledge of the indicators of sexual abuse
- ✓ To have an understanding of what is normal sexual behaviour
- ✓ To understand the impact of sexual abuse on the child victim
- ✓ To utilise film footage as part of the session relevant to the lecture to emphasise the influence of childhood trauma on the child's development and functioning

Preparation for next session:

- ✓ The lecturer will summarise session 2, and the second theoretical assignment for completion for the next session will be handed out to enable the attendants to fully comprehend all learning outcomes of session 2.
- ✓ All relevant literature provided during session 2 must be studied to enable the attendants to complete this assignment.

Content

To reach the main objective of study unit 1, namely to obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim, each of the outcomes of this subsection will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to enable them to reach this session's outcomes. The attendants should be able to give an evaluation of the outcomes of session 2 during the oral feedback session on the assignment during session 3. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge.

The following literature will be provided to the attendants in the form of a reference manual for session 2:

1. Berliner, L. & Elliot, D.M. 2002. Sexual abuse of children. (In Myers, J.E.B., ed. Berliner, L., Briere, J., Hendrix, C.T., Jenny, C. & Reid, T.A. The APSAC Handbook on child Maltreatment. 2nd ed. London: Sage Publications. p. 55-78.)
2. Berliner, L. 2011. Child sexual abuse. Definitions, prevalence and consequences. (In Myers, J.E.B., ed. The APSAC Handbook on child Maltreatment. 3rd ed. London: Sage Publications. p. 215-232.)
3. Cheung, M. 2012. Child sexual abuse. Best practices for interviewing and treatment. Chicago: Lyceum books.
4. Dong, M., Anda, R.F., Dube, S.R., Giles, W.H. & Felitti, V.J. 2003. The relationship of exposure to childhood sexual abuse to other forms of abuse, neglect, and household dysfunctions during childhood. *Child abuse & neglect*, 27(6):625-639.
5. Dong, M., Anda, R.F., Felitti, V.J., Dube, Williamson, D.F., Thompson, T.J., Loo, C.M. & Giles, W.H. 2004. The interrelatedness of multiple forms of childhood abuse, neglect, and household dysfunction. *Child abuse & neglect*, 28:771-784.
6. Fanslow, J.L., Robinson, E.M., Crengle, S. & Perese, L. 2007. Prevalence of child sexual abuse reported by a cross-sectional

- sample of New Zealand women. *Child Abuse & Neglect*, 31:935-945.
7. Gaskill, R.L. & Perry, B.D. 2012. Child sexual abuse, traumatic experiences and their impact on the developing brain. (In Goodyear-Brown, P., ed. Handbook of child sexual abuse: identification, assessment and treatment. New Jersey: John Wiley & Sons. p. 29-47.)
 8. Gilbert, R., Widom, C.S., Browne, K., Fergusson, D., Webb, E. & Janson, S. 2009. Burden and consequences of child maltreatment in high-income countries. www.thelancet.com [Date of access: 01 February 2013.] 373: 68-81.
 9. Goodyear-Brown, P. 2010. Play therapy with traumatized children: A prescriptive approach. New Jersey: John Wiley & Sons.
 10. Goodyear-Brown, P., Fath, A. & Myers, L. 2012. Child sexual abuse, The scope of the problem. (In Goodyear-Brown, P., ed. Handbook of child sexual abuse: identification, assessment and treatment. New Jersey: John Wiley & Sons. p. 3-28.)
 11. Gurley, J., Kuehnle, K. & Kirkpatrick, H.D. 2009. The continuum of children's sexual behaviour: Discriminative categories and the need for public policy change. (In Kuehnle, K., ed. Connell, M. The evaluation of Child sexual Abuse Allegations: A Comprehensive guide to Assessment and Testimony. New Jersey: John Wiley & Sons. p. 129-150.)
 12. Hornor, C. 2004. Sexual behaviour in children: normal or not? *Journal of pediatric health care*, 18(2):57-64.
 13. Jewkes, R., Levin, J., Mbananga, N. & Bradshaw, D. 2002. Rape of girls in South Africa. *Lancet*, 359(9303):319-320.
 14. Johnson, C.F. 2004. Child sexual abuse. www.thelancet.com [Date of access: 01 February 2013.] 364: 462-470.
 15. Kellogg, N. 2009. Clinical report: the evaluation of sexual behaviour in children. *Pediatrics*, 124(3):992-998.
 16. Kendall-Tackett, K. 2012. The long term health effects of child sexual abuse. (In Goodyear-Brown, P., ed. Handbook of child sexual abuse: identification, assessment and treatment. New Jersey: John

Wiley & Sons. p. 49-67.)

17. Lalor, K. 2004. Child sexual abuse in sub-Saharan Africa: a literature review. *Child Abuse & Neglect*. 28: 439-460.
18. Le Roux, J. 2000. Causes of child abuse: What does the literature indicate? *Child abuse research in South Africa*, 1(2):36-40.
19. Maniglio, R. 2009. The impact of child sexual abuse on health: a systematic review of reviews. *Clinical psychology review*, 29(7):647-657.
20. Miller, M.S. 2011. Processing the trauma of intrafamilial child sexual abuse. Potchefstroom: Kansas state university. Manhattan, Kansas. (Thesis – Ph.D.)
21. Myers, J.E.B. 2005. Myers on evidence in child, domestic and elder abuse cases. New York: Aspen Publishers.
22. Noll, J.G., Shenk, C.E. & Putnam, K.T. 2009. Childhood sexual abuse and adolescent pregnancy; A meta-analytic update. *Journal of pediatric psychology*, 34(4):366-378
23. Paine, M.L. & Hansen, D.J. 2002. Factors influencing children to self-disclose sexual abuse. *Clinical psychology review*, 22:271-295.
24. Poole, D.A. & Wolfe, M.A. 2009. Child development. Normative sexual and nonsexual behaviours that may be confused with symptoms of sexual abuse. (In Kuehnle, K., ed. Connell, M. The evaluation of Child sexual Abuse Allegations: A Comprehensive guide to Assessment and Testimony. New Jersey: Johan Wiley & Sons. p. 101-128.)
25. Quinn, K.M. 2010. Interviewing Children for suspected sexual abuse. (In Benedek, E.P., ed. Ash, P. & Scott, C.L. Principles and practise of child and adolescent forensic mental health. American psychiatric publishing. p. 229-240.)
26. Richter, L. & Higson-Smith, C. 2007. The many kinds of sexual abuse of children. (In Richter, L., Dawes, A. & Higson-Smith C., eds. Sexual abuse of young children in Southern Africa. 3rd ed. Cape Town: HCRS Press. 21-52
27. Richter, L. & Higson-Smith, C. 2007. Individual and contextual

factors associated with the sexual abuse of children younger than 12 years: a review of recent literature. (In Richter, L., Dawes, A. & Higson-Smith C., eds. Sexual abuse of young children in Southern Africa. 3rd ed. Cape Town: HCRS Press. P55-94

28. Schiller, U. & Spies, G.M. 2006. Developing of a training programme for state prosecutors to address re-victimisation of the sexually abused child during forensic procedures. *Child abuse research in South Africa*, 7(2):36-47.

29. Spies, G.M. 2006a. An explanation of the dynamics of incest families. (In Spies, G.M., ed. Sexual abuse dynamics, assessment and healing. Pretoria: Van Schaik. p. 3-24.)

30. Spies, G.M. 2006b. The effect of sexual abuse on a child. (In Spies, G. M., ed. Sexual abuse dynamics, assessment and healing. Pretoria: Van Schaik. p. 44-61.)

31. Spies, G.M. 2006c. Substitute care for the sexually abuse child. (In Spies, G. M., ed. Sexual abuse dynamics, assessment and healing. Pretoria: Van Schaik. p. 267-279.)

Session 3

Objectives/outcomes of session 3

Main objective/outcome of session 3:

Obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim

Subsection objectives/outcomes of this session:

✓ To establish whether the attendants had integrated session 2 by giving oral feedback on the theoretical assignment of the session, this written

assignment should be handed in for quality control.

- ✓ **To understand the importance of child development**
- ✓ **To discuss the different phases of cognitive development**
- ✓ **To understand the implications of child development in the courtroom**
- ✓ **To recognize children's inconsistencies in the courtroom due to developmental limitations**
- ✓ **To understand the Socio-Emotional development of a child**
- ✓ **To understand the language development of a child by means of a case study/practise exercise**
- ✓ **To utilise film footage as part of the session, relevant to the lecture, to emphasise the influence of childhood trauma on the child's development and functioning**

Preparation for next session:

- ✓ **The lecturer will summarise session 3 and the third theoretical assignment for completion for the next session will be handed out to enable the attendants to fully comprehend all learning outcomes of session 3.**
- ✓ **All relevant literature provided during session 3 must be studied to enable the attendants to complete this assignment.**

Content

To reach the main objective of study unit 1, namely to obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim, each of the outcomes of this subsection will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to enable them to reach this session's outcomes. The attendants should be able to give an evaluation of the outcomes of session 3 during the oral feedback session on the assignment during session 4. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge.

The following literature will be provided to the attendants in the form of a reference manual for session 3:

1. American Professional Society on the Abuse of Children (APSAC) practice guidelines. 2012. Forensic interviewing in cases of suspected child abuse. www.apsac.org.
2. Berk, L.E. 2003. Child Development. 6th ed. Boston: Pearson education.
3. Berk, L.E. 2013. Child Development. 9th ed. Boston: Pearson education.
4. Burrows, K.S. & Powell, M.B. 2014. Prosecutors perceptions on improving child witness interviews about abuse. (*In Bull, R., ed. Investigative interviewing. New York: Springer. p. 229-242.*)
5. Fisher, R.P., Vrij, A. & Leins, D.A. 2013. Does testimonial inconsistency indicate memory inaccuracy and deception? Beliefs, empirical research, and theory. (*In Cooper, B.S., ed. Griesel, D. & Ternes, M. Applied issues in investigative interviewing, eyewitness memory and credibility assessment. New York: Springer. p. 59-95.*)
6. Lamb, M.E., Hershkowitz, I., Orbach, Y. & Esplin, P.W. 2008. Tell Me What Happened: Structured Investigative Interviews of Child Victims and witnesses. England: John Wiley & Sons.

Chapter 1: Interviewing children about abuse: An overview and introduction.

Chapter 2: Factors affecting the capacities and limitations of young witnesses.

7. Müller, K. 2003. The enigma of the child witness: a need for expert evidence. *Child abuse research in South Africa*, 4(2):2-9.
8. Müller, K. & Hollely, K. 2009. Introducing the child witness. 2nd ed. Port Elizabeth: Printrite.
9. Myers, J.E.B. 2005. Myers on evidence in child, domestic and elder abuse cases. New York: Aspen Publishers.
10. O'Donohue, W., Benuto, L.T. & Cirlugea, O. 2013. Analysing child

sexual abuse allegations, *Journal of forensic psychology practice*, 13:296-314.

11. Sigelman, C.R. & Rider, E. A. 2012. Human development across the life span. 7th ed. China: Wadsworth.
12. Smith, P.K., Cowie, H. & Blades, M. 2011. Understanding children's development. 5th ed. UK, John Wiley & Sons.
13. Songca, R. & Le Roux, J. 2004. The evidence of young children: establishing the truth in South African criminal courts. *South African journal of criminal justice*, 17(1):310-324.
14. Vredeveltdt, A., Van Koppen, P.J. & Granhag, P.A. 2014. The inconsistent suspect: A systematic review of different types of consistency in truth tellers and liars. (In Bull, R., ed. Investigative interviewing. New York: Springer. p. 229-242.)

-Childhood sexual abuse leaves many scars. The deepest are the ones that can't be seen.

-Anon.

Session 4

Objectives/outcomes of session 4

Main objective/outcome of session 4:

Obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim

Subsection objectives/outcomes of this session:

- ✓ To establish whether the attendants had integrated session 3 by

giving oral feedback on the theoretical assignment of the session, this written assignment should be handed in for quality control.

- ✓ To discuss the influence of trauma on attachment
- ✓ To discuss the observation of the parent-child relationship (Interactional analysis)
- ✓ To utilise film footage as part of the session relevant to the lecture, to explain the relevance of observation of the parent-child relationship in the forensic field.
- ✓ To discuss children's suggestibility
- ✓ To discuss memory development and the memory recall of the child
- ✓ To discuss the impact of sexual abuse on the developing brain
- ✓ To discuss and explain dissociation
- ✓ To discuss the process of disclosure
- ✓ To discuss the influence of safety of the child and the process of disclosure
- ✓ To discuss recantation and delayed reporting
- ✓ To discuss other factors influencing the understanding of the child sexual abuse victim:
 - Fantastic elements
 - Stockholm syndrome
 - CSA-accommodation Syndrome
 - Sexual allegations in divorce cases (SAID) – Parental Alienation
 - False memories

Preparation for next session:

- ✓ The lecturer will summarise session 4, and the fourth theoretical assignment for completion for the next session will be handed out to enable the attendants to fully comprehend all learning outcomes of session 4.
- ✓ All relevant literature provided during session 4 must be studied for

Content

To reach the main objective of study unit 1, namely to obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim, each of the outcomes of this subsection will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to enable them to reach this session's outcomes. The attendants should be able to give an evaluation of the outcomes of session 4 during the oral feedback session on the assignment during session 5. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge.

The following literature will be provided to the attendants in the form of a reference manual for session 3:

1. Allagia, R. 2004. Many ways of telling: expanding conceptualizations of child sexual abuse disclosure. *Child abuse and neglect*, 28(11):1213-1227.
2. Berk, L.E. 2003. *Child Development*. 6th ed. Boston: Pearson education.
3. Blandon-Gitlin, I. & Pezdek, K. 2009. Children's memory in forensic contexts. Suggestibility, False Memory, and Individual Differences. (In Bottoms, B.L., ed. Najdowski, C.J. & Goodman, G.S. *Children as victims, witnesses and offenders: Psychological Science and the law*. New York: the Guilford Press. p. 57-76.)
4. Bow, J.N., Quinnett, F.A., Faroff, M. & Assemany, A. 2002. Assessment of sexual abuse allegations in child custody cases. *Professional psychology: Research and Practice*, 33(6): 566-575.
5. Brown, D.A., Lewis, C.N., Lamb, M.E. & Stephens, E. 2012. The influences of delay and severity of intellectual disability on event memory in children. *Journal of consulting and clinical psychology*, 80(5):829-841.

6. Bruch, C.S. 2001. Parental alienation syndrome and parental alienation: Getting it wrong in child custody cases. *Family law quarterly*, 35(3):527-552
7. Cassimjee, N. 2003. Biological understanding of the functioning of the brain. (*In* Roos, V., ed. & Vorster, C. *An introduction to forensic psychology*. Pretoria: Verbum publishers. p. 119-125.)
8. De Fabrique, N., Romano, S.J., Vecchi, G.M. & van Hasselt, V.B. 2007. Understanding Stockholm syndrome. *FBI Law Enforcement Bulletin*. July, 10-15.
9. Dalenberg, C.J., Hyland, K.Z. & Cuevas, C.A. 2002. Sources of fantastic elements in allegations of abuse by adults and children. (*In* Eiesen, M.L., Quas, J.A. & Goodman, G.S., eds. *Memory and suggestibility in the forensic interview*, London, Lawrence Erlbaum associates, publishers. p. 185-203.)
10. Everson, M. D. 1997. Understanding bizarre, improbable, and fantastic elements in children's accounts of abuse. *Child maltreatment*, 2(2):134-149.
11. Faller, K.C. 2007. Children who do not want to disclose. (*In* Faller, K.C., ed. *Interviewing children about sexual abuse: controversies and best practice*. New York: Oxford University Press, Inc. p. 175-190).
12. Gardner, R.A. 2001. Parental alienation syndrome (PAS): Sixteen years later. *Academy Forum*, 45(1):10-12.
13. Gaskill, R.L. & Perry, B.D. 2012. Child sexual abuse, traumatic experiences and their impact on the developing brain. (*In* Goodyear-Brown, P., ed. *Handbook of child sexual abuse: identification, assessment and treatment*. New Jersey: John Wiley & Sons. p. 29-47.)
14. Goodyear-Brown, P., Fath, A. & Myers, L. 2012. Child sexual abuse, The scope of the problem. (*In* Goodyear-Brown, P., ed. *Handbook of child sexual abuse: identification, assessment and treatment*. New Jersey: John Wiley & Sons. p. 3-28.) (see session 2)
15. Greenhoot, A.F. & Bunnell S.L. 2009. Trauma and Memory. (*In* Bottoms, B.L., ed. *Najdowski, C.J. & Goodman, G.S. Children as victims, witnesses and offenders: Psychological Science and the law*.

New York: the Guilford Press. p. 36-50.)

16. Harris, L.S., Goodman, G.S., Augusti, E.M., Chae, Y. & Alley, D. 2009. Children's resistance to suggestion. (In Kuehnle, K., ed. Connell, M. The evaluation of Child sexual Abuse Allegations: A Comprehensive guide to Assessment and Testimony. New Jersey: Johan Wiley & Sons. p. 181-202.)
17. Hershkowitz, I., Orbach, Y., Lamb, M.E., Sternberg, K.J. & Horowitz, D. 2006. Dynamics of forensic interviews with suspected abuse victims who do not disclose abuse. *Child Abuse & Neglect*, 30:753-769.
18. Hershkowitz, I., Lanes, O. & Lamb, M.E. 2007. Exploring the disclosure of child sexual abuse with alleged victims and their parents. *Child Abuse & Neglect*, 31:111-123.
19. Kimbrough, W.R. The S.A.I.D. victim (Sexual allegations in divorce).
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20. Lippert, T., Cross, T.P., Jones, L. & Walsh, W. 2009. Telling interviewers about sexual abuse: Predictors of child disclosure at forensic interviews. *Child Maltreatment*, 14(1):100-113.
21. London, K., Bruck, M., Ceci, S.J. & Shuman, D.W. 2005. Disclosure of child sexual abuse: What does the research tell us about the ways that children tell? *Psychology, public policy, and Law*, 11(1):194-226.
22. London, K., Bruck, M., Wright, D.B. & Ceci, S.J. 2008. Review of the contemporary literature on how children report sexual abuse to others: Findings, methodological issues, and implications for forensic interviews. *Psychology Press*, 16(1):29-47.
23. Lyon, T.D. & Ahern, E.C. 2011. Disclosure of child sexual abuse. Implications for interviewing. (In Myers, J.E.B., ed. The APSAC Handbook on child Maltreatment. 3rd ed. London: Sage Publications. p. 233-252.)
24. Malloy, L.C. & Quas, J.A. 2009. Children's suggestibility: Areas of consensus and controversy. (In Kuehnle, K., ed. Connell, M. The evaluation of Child sexual Abuse Allegations: A Comprehensive guide

- to Assessment and Testimony. New Jersey: Johan Wiley & Sons. p. 267-297.)
25. Malloy, L.C., Brubacher, S.P. & Lamb, M.E. 2013. "Because she's one who listens": Children discuss disclosure recipients in forensic interviews. *Child maltreatment*, 18(4):245-251.
26. Myers, J.E.B. 2005. *Myers on evidence in child, domestic and elder abuse cases*. New York: Aspen Publishers.
27. O'Donohue, W., Benuto, L.T. & Cirlugea, O. 2013. Analysing child sexual abuse allegations, *Journal of forensic psychology practice*, 13:296-314. (See session 3)
28. Olafson, E. 2007. Children's memory and suggestibility. (In Faller, K.C., ed. *Interviewing children about sexual abuse: controversies and best practice*. New York: Oxford University Press, Inc. p. 10-34).
29. Paine, M.L. & Hansen D.J. Factors influencing children to self-disclose sexual abuse. *Clinical psychology review*, 22:271-295.
30. Paz-Alonso, P.M., Ogle, C.M. & Goodman, G.S. 2013. Children's memory in "scientific case studies" of child sexual abuse: a review. (In Cooper, B.S., ed. *Griesel, D. & Ternes, M. Applied issues in investigative interviewing, eyewitness memory and credibility assessment*. New York: Springer. p. 143-171.)
31. Potgieter, R. 2001. A focus on the safety of the abused child and its implications for disclosure. *Child abuse research in South Africa*, 2(1):37-42.
32. Schaeffer, P., Leventhal, J.M. & Asnes, A.G. 2011. Children's disclosures of sexual abuse: Learning from direct inquiry. *Child abuse and neglect*, 35:343-352.
33. Schetky, D.H. 2010. Introduction to forensic evaluations. (In Benedek, E.P., ed. *Ash, P. & Scott, C.L. Principles and practise of child and adolescent forensic mental health*. American psychiatric publishing. p. 29-40.)
34. Sigelman, C.R. & Rider, E. A. 2012. *Human development across the life span*. 7th ed. China: Wadsworth.
35. Spies, G.M. 2006a. The effect of sexual abuse on a child. (In Spies, G.

M., ed. Sexual abuse dynamics, assessment and healing. Pretoria: Van Schaik. p. 44-61.) (See session 2)

36. Smith, D.W., Letourneau, E.J., Saunders, B.E., Kilpatrick, D.G., Resnick, H.S. & Best, C.L. 2009. Delay in disclosure of childhood rape: Results from a national survey. *Child Abuse & Neglect*, 24(2):273-287.

37. Summit, R.C. 1994. The child sexual abuse accommodation syndrome. *Child Abuse and Neglect*, 3-26.

38. Wakefield, H. & Underwager, R. Sexual abuse allegations in divorce and custody disputes.

<http://www.ipt-forensics.com/library/saadcd.htm>

Date of access: 17 July 2014.

Session 5

Objectives/outcomes of session 5

Main objective/outcome of session 5:

Obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim

Subsection objectives/outcomes of this session:

- ✓ To establish whether the attendants had integrated session 4 by giving oral feedback on the theoretical assignment of the session, this written assignment should be handed in for quality control.
- ✓ To discuss the sexual offender
- ✓ To discuss the offending cycle/high-risk cycle
- ✓ To discuss the types of sexual offenders
- ✓ To discuss the grooming process of the sexual offender in child sexual

abuse cases

- ✓ To discuss the types of grooming
- ✓ To discuss the interview with alleged offender
- ✓ To discuss the influence of sexual abuse on the internalized messages and consequent behaviour of the child (Internalization-model)
- ✓ To discuss the trauma-genic dynamic model
- ✓ To discuss what high-risk factors in child sexual abuse cases are
- ✓ To discuss the utilisation of the polygraph/lie detection test in child sexual abuse cases

Preparation for next session:

- ✓ The lecturer will summarise session 5 and the fifth theoretical assignment for completion for the next session will be handed out to enable the attendants to fully comprehend all learning outcomes of session 5.
- ✓ All relevant literature provided during session 5 must be studied to enable the attendants to complete this assignment.
- ✓ The attendants will be expected to make a DVD recording on the assessment of the cognitive development of a child in a cognitive developmental phase of their choice
- ✓ The attendants will be expected to utilise National Child Advocacy Centre Online Training and complete the Child development 101 training attached.
- ✓ The attendants will be expected to integrate and study all relevant material for the first written class test that will commence during session 1 of study unit 2.

Content

To reach the main objective of study unit 1, namely to obtain extensive knowledge of the specialised field of forensic social work and a comprehensive understanding of the child sexual abuse victim, each of the outcomes of this

subsection will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to enable them to reach this session's outcomes. In the course of study unit 2, session 1, the attendants should be able to give an evaluation of the outcomes of session 5 during the oral feedback session on the assignment. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge.

The following literature will be provided to the attendants in the form of a reference manual for session 3:

1. Bogaerts, S., Declercq, F., Vanheule, S. & Palmans, V. 2005. Interpersonal factors and personality disorders as discriminators between intra-familial and extra-familial child molesters, *International Journal of Offender Therapy and comparative Criminology*, 49(1) 48-62.
2. Chakhssi, F., de Ruiter, C. & Bernstein, D.P. 2013. Early maladaptive cognitive schemas in child sexual offenders compared with sexual offenders against adults and nonsexual violent offenders: An exploratory study. *Journal of sexual medicine*, 1:10.
3. Collings, J. 2009. Understanding complex posttraumatic reactions to child sexual abuse: An essential requirement for competent impact assessments. *Acta Criminologica*, 22(3):88-97.
4. Finkelhor, D. & Brown, A. 1985. The traumatic impact of child sexual abuse a conceptualization. *American journal of orthopsychiatry*, 55(40: 27-36).
5. Greaves, C.L. 2010. Progression towards sexual re-offence: Detailing the offence cycle and contributing factors in high-risk sexual offenders. (Thesis – Ph.D.)
6. Hanson, R.K. & Morton-Bourgon, K.E. 2005. The characteristics of persistent sexual offenders: A Meta-Analysis of recidivism studies. *Journal of consulting and clinical psychology*, 73(60:1154-1163.
7. Intebi, I. 2003. Child sexual abuse: Risk factors. *Child abuse research in South Africa*, 4(1):8-11.

8. Keown, K., Gannon, T.A. & Ward, T. 2010. What's in a measure? A multi-method study of child sexual offenders beliefs. *Psychology, Crime & Law*, 16:125-143.
9. Meijer, E.H., Verschuere, B., Merckelbach, H.L.G.J. & Crombez, G. 2008. Sex offender management using the polygraph: A critical review. *International journal of law and psychiatry*, 31:423-429.
10. Merdian, H.L., Wilson, N., Thakker, J., Curtis, C. & Boer, D.P. 2013. "So why did you do it?" Explanations provided by child pornography offenders. *Sexual offender's treatment*, 8:1-19.
11. Miller, I. 2013. Sexual offences against children: Patterns and motives. *Aggression and violent behaviour*, 18:506-419.
12. Müller, K. & Hollely, K. 2009. Introducing the child witness. 2nd ed. Port Elizabeth: Printrite.
13. Potgieter, R. 2000. The internal trauma of the sexually abused child. *Child abuse research in South Africa*, 1(1):33-39.
14. Robertiello, G. & Terry, K.J. 2007. Can we profile sex offenders? A review of sex offender typologies. *Sciencedirect*, 12:508-518.
15. Smallbone, S.W. & Wortley, R.K. 2001. Child sexual abuse: Offender characteristics and modus operandi. *Australian institute of criminology*, 193:1-6.
16. Ward, T. 2000. Sexual offender's cognitive distortions as implicit theories. *Aggression and violent behaviour*, 5(5) 491-507.
17. Weber, G.M. 2014. Grooming children for sexual molestation.
http://www.vachss.com/guest_dispatches/grooming.html [Date of access: 25 July 2014.]
18. Welner, M. 2013. Behaviours of sexual predators: Grooming.
<http://www.sasorg.co.uk/6-stages-of-grooming/>. [Date of access: 02 May 2014.]
19. Wieland, S. 1996. Hearing the internal trauma, working with children and adolescents who have been sexually abused. London, Sage publications.

B. STUDY UNIT 2

Main objective:

Obtain adequate knowledge of all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases

Session 1

Objectives/outcomes of session 1

Main objective/outcome of session 1:

Obtain adequate knowledge of all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases

Subsection objectives/outcomes of this session:

- ✓ To establish whether the attendants had integrated study unit 1 by writing a class test 1 for quality control.
- ✓ To establish whether the attendants had integrated session 5 of study unit 1 by giving oral feedback on the theoretical assignment in session 1 of study unit 2, this written assignment should be handed in for quality control.
- ✓ To discuss the forensic interviewing of sexually abused children
- ✓ To discuss the pre-forensic interview assessment
- ✓ To discuss the purpose of the forensic interview
- ✓ To discuss the phases of forensic interviewing
- ✓ To discuss the choice of an interview protocol
- ✓ To discuss the choice of a model in child sexual abuse assessments
- ✓ To discuss the different types of questions
- ✓ To discuss the different assessment techniques/media utilised in child

sexual abuse assessments

- ✓ **To discuss how to determine a child's competency to testify**
- ✓ **The unit includes: a lecture based on an overhead presentation or film footage relevant to the lecture.**

Preparation for next session:

- ✓ **The lecturer will summarise session 1 and a theoretical assignment for completion for the next session will be handed out to enable the attendants to fully comprehend all learning outcomes of session 1.**
- ✓ **All relevant literature provided during session 1 must be studied to enable the attendants to complete this assignment.**

Content

To reach the main objective of this study unit 2, namely to obtain adequate knowledge of all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases, each of the outcomes of this subsection will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to enable them to reach this session's outcomes. The attendants should be able to give an evaluation of the outcomes of session 1 during the oral feedback session on the assignment during session 2. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge.

Prescribed textbook for study unit 2:

- 1. Faller, K.C. 2007. Interviewing children about sexual abuse: controversies and best practice. New York: Oxford University Press, Inc. ISBN 0-19-531177-9.**
- 2. Lamb, M.E., Hershkowitz, I., Orbach, Y. & Esplin, P.H. 2009. Tell me what happened: structured investigative interviews of child victims and witnesses. West Sussex: Wiley-Blackwell. ISBN 978-0-470-51866-3**

The following literature will be provided to the attendants in the form of a reference manual for session 1:

1. American Professional Society on the Abuse of Children (APSAC) practice guidelines. 2012. Forensic interviewing in cases of suspected child abuse. www.apsac.org.
2. Brown, D.A., Lewis, C., Orbach, Y., Lamb, M.E., Pipe, M-E. & Wolfman, M. 2013. The NICHD investigative interview protocol: An analogue study. *Journal of experimental psychology*, 19(4):367-382.
3. Carnes, C.N., Nelson-Gardell, D., Wilson, C. & Orgassa, U.C. 2001. Extended forensic evaluation when sexual abuse is suspected: a multisite field study. *Child maltreatment*, 6(3):230-242.
4. Cheung, M. 2003. Utilization of questioning techniques in forensic child sexual abuse interviews. *Journal of brief therapy*, 3(1):45-57.
5. Cordisco-Steel, L.C. 2012. The forensic interview: A challenging conversation. (In Goodyear-Brown, P., ed. *Handbook of child sexual abuse: identification, assessment and treatment*. New Jersey: John Wiley & Sons. p. 99-119.)
6. Cross, T.P., Jones, L.M., Walsh, W.A., Simone, M. & Kolko, D. 2007. Child forensic interviewing in children's advocacy centres: empirical data on a practice model. *Child abuse & neglect*, 31(10):1031-1052.
7. Cyr, M. & Lamb, M.E. 2009. Assessing the effectiveness of the NICHD investigative interview protocol when interviewing French-speaking alleged victims of child sexual abuse in Quebec. *Child abuse & neglect*, 33:257-268.
8. De Voe, E.R. & Faller, K.C. 2002. Questioning strategies in interviews with children who may have been sexually abused. *Child welfare: journal of policy, practice and program*, 8(1):5-31.
9. Faller, K.C. 2007. Models for assessing child sexual abuse. (In Faller, K.C., ed. *Interviewing children about sexual abuse: controversies and best practice*. New York: Oxford University Press, Inc. p. 35-43).
10. Faller, K.C. 2007. Interview structure, protocol, and guidelines. (In

- Faller, K.C., ed. Interviewing children about sexual abuse: controversies and best practice. New York: Oxford University Press, Inc. p. 66-89).
11. Faller, K.C. 2007. Questioning techniques. (In Faller, K.C., ed. Interviewing children about sexual abuse: controversies and best practice. New York: Oxford University Press, Inc. p. 90-109).
 12. Faller, K.C. 2007. Media for interviewing children. (In Faller, K.C., ed. Interviewing children about sexual abuse: controversies and best practice. New York: Oxford University Press, Inc. p. 110-141).
 13. Faller, K.C., Cordisco-Steele, L. & Nelson-Gardell, D. 2010. Allegations of sexual abuse of a child: what to do when a single forensic assessment isn't enough. *Journal of child sexual abuse*, 19(5):572-589.
 14. Faller, K.C., Grabarek, M., Nelson-Gardell, D. & Williams, J. 2011. Techniques employed by forensic investigators conducting extended assessments: results from a multi-site study. *Journal of aggression, maltreatment and trauma*, 20(3):237-259.
 15. Fouché, A. & Joubert, J.M.C. 2009. Facilitating disclosure of child sexual abuse victims in the middle childhood: a seven-phase forensic interview protocol. *Acta Criminologica*, 22(2):41-59.
 16. Hershkowitz, I., Fisher, S., Lamb, M.E. & Horowitz, D. 2007. Improving credibility assessment in child sexual abuse allegations: The role of the NICHD investigative interview protocol. *Child abuse & neglect*, 31:99-110.
 17. Hlavka, H.R., Olinger, S.D. & Lashley, J.I. 2010. The use of anatomical dolls as a demonstration aid in child sexual abuse interviews: a study of forensic interviewers' perceptions. *Journal of child sexual abuse*, 19:519-553.
 18. Hungerford, A. 2005. The use of anatomically detailed dolls in forensic investigations: Developmental considerations. *Journal of forensic psychology practice*, 5(1):75-86.
 19. Irwin, L.G. & Johnson, J. 2005. Interviewing young children: explicating our practices and dilemmas. *Qualitative health research*,

15(6):821-831.

20. Lamb, M.E., Orbach, Y., Hershkowitz, I. Esplin, P.W. & Horowitz, D. 2007. A structured forensic interview protocol improves the quality and in formativeness of investigative interviews with children: A review of research using the NICHD investigative interview protocol. *Child abuse & neglect*, 31:1201-1231.
21. Lamb, M.E., Orbach, Y., Sternberg, K.J., Aldridge, J., Pearson, S., Stewart, H.L., Esplin, P.W. & Bowler, L. 2009. Use of a structured investigative protocol enhances the quality of investigative interviews with alleged victims of child sexual abuse in Britain. *Applied cognitive psychology*, 23:449-467.
22. La Raque, D., de Matthia, A. & Low, C. 2006. Forensic child abuse evaluation: a review. *Mount Sinai journal of medicine*, 73(8):1138-1147.
23. Mart, E. G. 2010. Common errors in the assessment of allegations of child sexual abuse. *Journal of psychology and law*, 38(3):325-344.
24. National Children's Advocacy centre's child forensic interview structure. 2014.
25. Orbach, Y., Hershkowitz, I., Lamb, M.E., Sternberg, K.J., Esplin, P.W. & Horowitz, D. 2000. Assessing the value of structured protocols for forensic interviews of alleged child abuse victims. *Child Abuse & Neglect*, 24(6):733-752.
26. Perona, A.R., Bottoms, B.L. & Sorenson, E. 2006. Research-Based guidelines for child forensic interviews.
<http://www.haworthpress.com/web/JAMT> [Date of access: 02 May 2014.]
27. Poole, D.A. & Dickinson, J.J. 2011. Evidence supporting restrictions on uses of body diagrams in forensic interviews. *Child abuse & Neglect*, 35:659-669.
28. Roberts, K.P., Lamb, M.E. & Sternberg, K.J. 2004. The effects of rapport-building style on children's reports of a stage event. *Applied cognitive psychology*, 18:189-202.
29. Saywitz, K.J. & Camparo, L.B. 2009. Contemporary child Forensic Interviewing: Evolving Consensus and innovation over 25 years. (*In*

Bottoms, B.L., ed. Najdowski, C.J. & Goodman, G.S. Children as victims, witnesses and offenders: Psychological Science and the law. New York: the Guilford Press. p. 102-127.)

30. Teoh, Y. & Lamb, M.E. 2010. Preparing children for investigative interviews: Rapport-Building, Instruction, and Evaluation. *Applied developmental science*, 14(3):154-163.

31. Vallano, J.P. & Compo, N.S. 2011. A comfortable witness is a good witness: Rapport-Building and susceptibility to misinformation in an investigative Mock-Crime interview. Published online in Wiley online Library (wileyonlinelibrary.com) DOI: 10.1002/acp.1789

32. Walker, N.E. 2002. Forensic interviews of children: the component of scientific validity and legal admissibility. (APSAC Child forensic interview Clinic, 2007) [CD].

33. Yarbrough, J., Hervé, H.F. & Harms, R. 2013. The sins of interviewing: Errors made by investigative interviewers and suggestions for redress. (In Cooper, B.S., ed. Griesel, D. & Ternes, M. Applied issues in investigative interviewing, eyewitness memory and credibility assessment. New York: Springer. p. 59-95.)

Session 2

Objectives/outcomes of session 2

Main objective/outcome of session 2:

Obtain adequate knowledge of all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases

Subsection objectives/outcomes of this session:

- ✓ To establish whether the attendants had integrated session 1 by giving oral feedback on the theoretical assignment of the session, this written assignment should be handed in for quality control.
- ✓ To discuss forensic interviewing (continue)

- ✓ To utilise a role play/ practise exercise to integrate the forensic interviewing discussion
- ✓ To discuss children with special needs focussing on disabled children, very young children and cultural sensitivity
- ✓ To discuss the utilisation of interpreters in forensic assessments of child sexual abuse victims
- ✓ To discuss the impact of multiple interviews/repeated interviewing of children

Preparation for next session:

- ✓ The lecturer will summarise session 2 and a theoretical assignment for completion for the next session will be handed out to enable the attendants to fully comprehend all learning outcomes of session 2.
- ✓ All relevant literature provided during session 2 must be studied to enable the attendants to complete this assignment.

Content

To reach the main objective of this study unit 2, namely to obtain adequate knowledge of all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases, each of the outcomes of this subsection will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to enable them to reach this session's outcomes. The attendants should be able to give an evaluation of the outcomes of session 2 during the oral feedback session on the assignment during session 3. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge.

The following literature will be provided to the attendants in the form of a reference manual for session 2:

1. Block, S.D., Foster, E.M., Pierce, M.W., Berkoff, M.C. 2013. Multiple forensic interviews during investigations of child sexual abuse: A cost-effectiveness analysis. *Applied development science*, 17(4):174-183.
2. Brown, D.A. & Lamb, M.E. 2009. Forensic interviews with children: A two-way street: Supporting interviewers in adhering to best practice recommendations and enhancing children's capabilities in forensic interviews. (In Kuehnle, K., ed. Connell, M. The evaluation of Child sexual Abuse Allegations: A Comprehensive guide to Assessment and Testimony. New Jersey: Johan Wiley & Sons, p, 299-325.)
3. Faller, K.C. & Nelson-Gardell, D. 2010. Extended evaluations of child sexual abuse: how many sessions are sufficient? *Journal of child sexual abuse*, 19(6):648-668.
4. Fouché, A. & Joubert, J.M.C. 2003. Play techniques in the assessment of sexually abused black children. *Acta criminological*, 16(4): 12-20.
5. Guidance on interviewing child witnesses in Scotland. 2003
6. Hershkowitz, I. & Turner, A. 2007. The effects of repeated interviewing on children's forensic statements of sexual abuse. *Applied cognitive psychology*, 21(9):1131-1143.
7. Hewitt, S. 2012. Developmentally sensitive assessment methods in child sexual abuse cases. (In Goodyear-Brown, P., ed. Handbook of child sexual abuse: identification, assessment and treatment. New Jersey: John Wiley & Sons. p. 121-142.)
8. Katz, C. & Hershkowitz, I. 2012. Repeated interviews with children who are the alleged victims of sexual abuse. *Research on social work practice*, 00(0):1-9.\
9. La Rooy, D., Katz, C., Malloy, L.C. & Lamb, M.E. 2010. Do we need to rethink guidance on repeated interviews? *Psychology, public policy, and law*, 16(14):373-392.

10. Powell, M.B. & Snow, P.C. 2007. Guide to questioning children during the free-narrative phase of an investigative interview. *Australian psychology*, 42(1):57-65.
11. Saywitz, K.J., Lyon, T.D. & Goodman, G.S. 2011. Interviewing children. (In Myers, J.E.B., ed. The APSAC Handbook on child Maltreatment. 3rd ed. London :Sage Publications. p. 337-360.)
12. Songca, R. & le Roux, J. 2004. The evidence of young children: establishing the truth in South African criminal courts. *South African journal of criminal justice*, 17(1):310-324.
13. Teoh, Y.S. & Lamb, M. 2013. Interviewer demeanor in forensic interviews of children. *Psychology, crime & law*, 19(2):145-159.
14. Williams, J., Nelson-Gardell, D., Faller, K.C., Tishelman, A. & Cordisco-Steele, L. 2014. Is there a place for extended assessments in addressing child sexual abuse allegations? How sensitivity and specificity impact professional perspectives. *Journal of child sexual abuse*, 23:179-197.

"I am not what have happened to me. I am what I choose to become."

-Carl Jung

Session 3

Objectives/outcomes of session 3

Main objective/outcome of session 3:

Obtain adequate knowledge of all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases

Subsection objectives/outcomes of this session:

- ✓ To establish whether the attendants had integrated session 2 by giving oral feedback on the theoretical assignment of the session, this written assignment should be handed in for quality control.
- ✓ To discuss the importance of gathering corroborating/collateral information
- ✓ To discuss the interview with non-offending parent
- ✓ To discuss the importance of other interviews and recording of interviews
- ✓ Determining the likelihood of a true allegation of sexual abuse vs. detecting deception in children

Preparation for next session:

- ✓ The lecturer will summarise session 3 and a theoretical assignment for completion for the next session will be handed out to enable the attendants to fully comprehend all learning outcomes of session 3.
- ✓ All relevant literature provided during session 3 must be studied to enable the attendants to complete this assignment.

Content

To reach the main objective of this study unit 2, namely to obtain adequate knowledge of all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases, each of the outcomes of this subsection will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to enable them to reach this session's outcomes. The attendants should be able to give an evaluation of the outcomes of session 3 during the oral feedback session on the assignment during session 4. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge.

The following literature will be provided to the attendants in the form of a reference manual for session 3:

1. Cheung, M. 2012. Child sexual abuse: Best practices for interviewing and treatment. New York, Lyceum books, Inc.
2. Faller, K.C. 2007. Coaching children about sexual abuse: A pilot study of professionals perceptions. Child Abuse & Neglect, 31:947-959.
3. Talwar, V., Lee, K., Bala, N. & Lindsay, R.C.L. 2002. Children's conceptual knowledge of lying and its relation to their actual behaviours: Implications for court competence examinations. Law and human behaviour, 26(4):395-415
4. Webb, N.B. 2011. Social work practice with children. 3de edition. New York, The Guilford press.

A family is a little world created by love.

-Anon.

Session 4

Objectives/outcomes of session 4

Main objective/outcome of session 4:

Obtain adequate knowledge of all aspects of forensic interviewing and other investigation aspects in child sexual abuse cases

Subsection objectives/outcomes of this session:

- ✓ To establish whether the attendants had integrated session 3 by giving

oral feedback on the theoretical assignment of the session, this written assignment should be handed in for quality control.

- ✓ To discuss the legal aspects: Applying South African law to sexual offences cases
- ✓ To discuss court procedures
- ✓ To discuss criminal Law sexual Offences and Related Matters Amendment Act. 32 of 2007
- ✓ To discuss Films and Publications Act, Act 65 of 1996
- ✓ To discuss Children's act 38 of 2005, Minimum sentences act 105 of 1997
- ✓ To discuss the Child justice act 75 of 2008
- ✓ To discuss the writing of a court report
- ✓ The unit includes: a lecture based on an overhead presentation or film footage relevant to the lecture.

Preparation for next session:

- ✓ The lecturer will summarise session 4 and a theoretical assignment for completion for the next session will be handed out to enable the attendants to fully comprehend all learning outcomes of session 4.
- ✓ All relevant literature provided during session 4 must be studied to enable the attendants to complete this assignment.

Content

This class discussion will be led by a guest facilitator, a judicial officer with specialised training in prosecuting child sexual abuse. To reach the main objective of this study unit 2, namely to obtain adequate knowledge of all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases, each of the outcomes of this subsection will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to enable them to reach this session's outcomes. The attendants should be able to give an evaluation of the outcomes of session 4 during the oral feedback session

on the assignment during session 5. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge.

The following literature will be provided to the attendants in the form of a reference manual for session 4:

1. Aucamp, L.P., Steyn, M.M. & van Rensburg, E. 2012. A critical analysis of legislation pertaining to the sexual abuse of children. *Child abuse research in South Africa*, 13(1):1-10.
2. Chetty, N. 2006. Testimonies of child rape victims in South Africa. *Codicillus*, 47(2):24-45
3. Heer, C. 2009. Understanding civil and criminal law. (*In Maschi, T., Bradley, C. & Ward, K., eds. Forensic social work: Psychosocial and legal issues in diverse practice settings*, New York, Springer publishing company, LLC.)
4. Katz, L.F., Lederman, C.S. & Osofsky, J.D. 2011. Child-Centred practices for the courtroom & community. Maryland, Paul H. Brooks Publishing Co.
5. Reyneke, J.M. & Kruger, H.B. 2006. Sexual offences courts: better justice for children? *Journal for juridical science*, 31(2):73-107.
6. Schetky, D.H. 2010. Introduction to forensic evaluations. (*In Benedek, E.P., ed. Ash, P. & Scott, C.L. Principles and practise of child and adolescent forensic mental health. American psychiatric publishing. p. 29-40.*)
7. South Africa. 1988. Law of Evidence Amendment Act, Act 45 of 1988.
8. South Africa. 1996. Constitution of the Republic of South Africa, Act 108 of 1996.
9. South Africa. 2005. New Children's Act 38 of 2005.
10. South Africa. 2007. Criminal Law (Sexual Offences and Related Matters) Amendment Act, Act 32 of 2007.
11. South Africa. 1977. Criminal Procedures Act, Act 51 of 1977.
12. Van der Merwe, A. Guidelines on sentencing in child sexual abuse

Session 5

Objectives/outcomes of session 5

Main objective/outcome of session 5:

Obtain adequate knowledge of all aspects of forensic interviewing and other investigation aspects in child sexual abuse cases

Subsection objectives/outcomes of this session:

- ✓ To establish whether the attendants had integrated session 4 by giving oral feedback on the theoretical assignment of the session, this written assignment should be handed in for quality control.
- ✓ To discuss the role of the psychologist in CSA assessments
- ✓ To discuss when to refer the CSA victim

Preparation for next session:

- ✓ The lecturer will summarise session 5 and a theoretical assignment for completion for the next session will be handed out to enable the attendants to fully comprehend all learning outcomes of session 5
- ✓ All relevant literature provided during session 5 must be studied to enable the attendants to complete this assignment.
- ✓ The attendants will be expected to complete a practical assignment at the end of study unit 2
 - To make a DVD recording on the forensic assessment of a child
 - The attendants will be expected to utilise the National Child Advocacy Centre (NCAC) Online Training and complete the following:
 - Most common mistakes made in forensic interviews and how to fix them.

- **Four W's and an H: Addressing the Who, What, Where, When and how of child assessment technology.**
- **Interviewing preschool children.**
- **Filtering information-Utilizing interpreters in investigative interviews**
- **Forensic interviewing skills for working with child abuse victims with cognitive or communication impairments**

Content

This class discussion will be led by a guest facilitator, a psychologist with specialised training in forensic investigations of child sexual abuse. To reach the main objective of this study unit 2, namely to obtain adequate knowledge of all aspects of forensic interviewing and other investigative aspects in child sexual abuse cases, each of the outcomes of this subsection will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to enable them to reach this session's outcomes. The attendants should be able to give an evaluation of the outcomes of session 5 during the oral feedback session on the assignment during study unite 3, session 1. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge.

There can be no keener revelation of a society's soul than the way in which it treats its children.

-Nelson Mandela

C. STUDY UNIT 3

Main objective:

Analyse whether the knowledge and skills obtained were fully comprehended and integrated by conducting a practical

Session 1

Objectives/outcomes of session 1

Main objective/outcome of session 1 was:

Analyse whether the knowledge and skills obtained were fully comprehended and integrated by letting the attendants take a practical examination

Subsection objectives/outcomes of this session were:

- ✓ To establish whether the attendants had integrated study unit 2 by writing class test 2 for quality control.
- ✓ To establish whether the attendants had integrated session 5 of study unit 2 by giving oral feedback on the theoretical assignment of the session. This written assignment has to be handed in for quality control.
- ✓ To let the attendants take a practical examination to enable them to fully comprehend and integrate all learning outcomes of the forensic interviewing sessions
- ✓ To discuss the outcome of every assessment in class

Content

To reach the main objective of this study unit 3, namely to analyse whether the knowledge and skills obtained were fully comprehended and integrated, a practical examination will be taken by the attendants, The attendants should be able to conduct a forensic interview with a child during a practical examination. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge and skills.

Session 2

Objectives/outcomes of session 2

Main objective/outcome of session 2 was:

Analyse whether the knowledge and skills obtained were fully comprehended and integrated by conducting a practical examination

Subsection objectives/outcomes of this session were:

- ✓ **To conduct a practical examination to enable the attendants to fully comprehend and integrate all learning outcomes of the forensic interviewing sessions**
- ✓ **To discuss the outcome of every assessment in class**

Content

To reach the main objective of this study unit 3, namely to analyse whether the knowledge and skills obtained were fully comprehended and integrated, a practical examination will be conducted by the researcher. The attendants should be able to conduct a forensic interview with a child during a practical examination. This will be done to enable the attendants to demonstrate that they

understand the different objectives/outcomes and have integrated the knowledge and skills.

Session 3

Objectives/outcomes of session 3

Main objective/outcome of session 3 was:

Analyse whether the knowledge and skills obtained were fully comprehended and integrated by conducting a practical examination

Subsection objectives/outcomes of this session were:

- ✓ **To conduct a practical examination to enable the attendants to fully comprehend and integrate all learning outcomes of the forensic interviewing sessions**
- ✓ **To discuss the outcome of every assessment in class**

Content

To reach the main objective of this study unit 3, namely to analyse whether the knowledge and skills obtained were fully comprehended and integrated, a practical examination will be conducted. The attendants should be able to conduct a forensic interview with a child during a practical examination. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge and skills related to it.

Session 4

Objectives/outcomes of session 4

Main objective/outcome of session 4:

Analyse whether the knowledge and skills obtained were fully comprehended and integrated by doing a practical examination

Subsection objectives/outcomes of this session:

- ✓ To conduct a practical examination to enable the attendants to fully comprehend and integrate all learning outcomes of the forensic interviewing sessions
- ✓ To discuss the outcome of every assessment in class

Content

To reach the main objective of this study unit 3, namely to analyse whether the knowledge and skills obtained were fully comprehended and integrated, a practical examination will be conducted. The attendants should be able to do a forensic interview with a child during a practical examination. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge and skills.

Session 5

Objectives/outcomes of session 5

Main objective/outcome of session 5:

Analyse whether the knowledge and skills obtained were fully comprehended and integrated by conducting a practical examination

Subsection objectives/outcomes of this session:

- ✓ To conduct a practical examination to enable the attendants to fully comprehend and integrate all learning outcomes of the forensic interviewing sessions
- ✓ To discuss the outcome of every assessment in class

Preparation for next session:

- ✓ The attendants will be expected to complete a practical assignment at the end of study unit 3:
 - Prepare a court report of interview conducted with a child for practical examination in a mock court during study unit 4.
 - National Child Advocacy Centre Online Training: Providing expert testimony in CSA cases

Content

To reach the main objective of this study unit 3, namely to analyse whether the knowledge and skills obtained were fully comprehended and integrated, the attendants will take a practical examination. The attendants should be able to do a forensic interview with a child during a practical examination. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge and skills.

"Listen earnestly to anything your children want to tell you, no matter what. If you don't listen eagerly to the little stuff when they are little, they won't tell you the big stuff when they are big. Because to them all of it has always been big stuff. - Catherine M. Wallace

D. STUDY UNIT 4

Main objective:

To obtain knowledge of all aspects of expert witnessing as well as to analyse and demonstrate that all expectations of being an expert witness were fully comprehended and integrated

Session 1

Objectives/outcomes of session 1

Main objective/outcome of session 1:

Obtain knowledge of all aspects of expert witnessing as well as to analyse and demonstrate that all expectations of being an expert witness were fully comprehended and integrated

Subsection objectives/outcomes of this session:

- ✓ To establish whether the attendants had integrated session 5 of study unit 3 by giving oral feedback on the theoretical assignment of the session, this written assignment should be handed in for quality control.

Preparation for next session:

- ✓ To discuss medical evidence in child sexual abuse assessments
- ✓ The lecturer will summarise session 1 and a theoretical assignment for completion for the next session will be handed out to enable the attendants to fully comprehend all learning outcomes of session 1.
- ✓ All relevant literature provided during session 1 must be studied to enable the attendants to complete this assignment.

Content

This class discussion will be led by a guest facilitator, a medical doctor with specialised training in child sexual abuse investigations. To reach the main objective of this study unit 4, namely to obtain knowledge of all aspects of expert witnessing as well as to analyse and demonstrate that all expectations of being an expert witness were fully comprehended and integrated, each of the outcomes of this subsection will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to enable the attendants to reach this session's outcomes. The attendants should be able to give an evaluation of the outcomes of session 1 during the oral feedback session on the assignment during session 2. This will be done with a child the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge.

The following literature will be provided to the attendants in the form of a reference manual for session 1:

1. Finkel, M.A. 2011. Medical issues in child sexual abuse. (*In Myers, J.E.B., ed. The APSAC Handbook on child Maltreatment. 3rd ed. London: Sage Publications. p. 253-266.*)
2. Kellogg, N. 2005. The evaluation of sexual abuse in children. *Pediatrics*, 116(2):506-512.
3. Rows, K., Botha, H., Mahomed, H. & Schlemmer, A. 2013. Justice through the J 88: The doctor's role in the criminal justice system. *The South African Medical Journal*, 103(7):437.
4. Kreston, S. 2007. An inconvenient truth: on the absence of definitive corroborative medical evidence in child sexual abuse cases: clinical and forensic interviews and the child witness. *Child abuse research in South Africa*, 8(2):81-96.

"A child is a blank slate in which a parent writes on every day."

-Dr Phil

Session 2

Objectives/outcomes of session 2

Main objective/outcome of session 2:

Obtain knowledge of all aspects of expert witnessing as well as to analyse and demonstrate that all expectations of being an expert witness were fully comprehended and integrated

Subsection objectives/outcomes of this session:

- ✓ To establish whether the attendants had integrated session 1 of study unit 4 by giving oral feedback on the theoretical assignment of the session, this written assignment should be handed in for quality control.
- ✓ To discuss the forensic social worker as an expert witness
- ✓ To discuss the nature of an expert witness
- ✓ To discuss the requirements to be an expert witness
- ✓ To discuss the preparation for expert testimony
- ✓ To discuss the structure for compiling a court CV

Preparation for next session:

- ✓ The lecturer will summarise session 2 and a theoretical assignment for completion for the next session will be handed out to enable the attendants to fully comprehend all learning outcomes of session 2.
- ✓ All relevant literature provided during session 2 must be studied to enable the attendants to complete this assignment.

Content

To reach the main objective of this study unit 4, namely to obtain knowledge of all aspects of expert witnessing as well as to analyse and demonstrate that all expectations of being an expert witness were fully comprehended and integrated, each of the outcomes of this subsection will be discussed in class by the facilitator. If applicable, all relevant literature will be made available to the attendants to enable them reach this session's outcomes. The attendants should be able to give an evaluation of the outcomes of session 2 during the oral feedback session on the assignment during session 3. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge.

The following literature will be provided to the attendants in the form of a manual for session 2:

1. Barker, R.L. & Branson, D.M. 2000. Forensic Social work; Legal aspects of Professional practice. New York: The Haworth Press, Inc.
2. Carstens, R. 2006. The expert witness in cases of child sexual abuse. (*In* Spies, G. M., ed. Sexual abuse dynamics, assessment and healing. Pretoria: Van Schaik. p. 185-201.)
3. Kambam, P. & Benedek, E.P. 2010. Testifying: The expert witness in court. (*In* Benedek, E.P., ed. Ash, P. & Scott, C.L. Principles and practise of child and adolescent forensic mental health. American psychiatric publishing. p. 41-51.)
4. Munson, C.E. 2007. Forensic Social Work and Expert Witness Testimony in child Welfare. (*In* Springer, D.W., ed. & Roberts, A.R., Handbook of Forensic Mental Health, with Victims and Offenders: Assessment, Treatment, and Research. New York; Springer Publishing Company. p. 67-92.)
5. Myers, J.E.B. & Stern, P. 2002. Expert testimony. (*In* Myers, J.E.B., ed. Berliner, L., Briere, J., Hendrix, C.T., Jenny, C. & Reid, T.A. The APSAC Handbook on child Maltreatment. 2nd ed. London: Sage Publications. p. 379-401.)

Children are the living messages we send to a time we will not see.

-Neil Postman

Session 3

Objectives/outcomes of session 3

Main objective/outcome of session 3:

Obtain knowledge of all aspects of expert witnessing as well as to analyse and demonstrate that all expectations of being an expert witness were fully comprehended and integrated.

Subsection objectives/outcomes of this session:

- ✓ **To establish whether the attendants had integrated session 2 by giving oral feedback on the theoretical assignment of the session, this written assignment should be handed in for quality control.**
- ✓ **To discuss with the attendants expert testimony and the questions that will be put to the expert in court**
- ✓ **To integrate the objective/outcome by doing a practise exercise in the form of a role play.**

Preparation for next session:

The assignment will include preparation for mock court.

Content

To reach the main objective of this study unit 4, namely to obtain knowledge of all aspects of expert witnessing as well as to analyse and demonstrate that all

expectations of being an expert witness were fully comprehended and integrated, each of the outcomes of this subsection will be discussed in class by the facilitator. All relevant literature will be made available to the attendants to enable the attendants to reach this session's outcomes. The attendants should be able to give an evaluation of the outcomes of study unit 4 during a mock court scenario in session 4. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge.

Session 4

Objectives/outcomes of session 4

Main objective/outcome of session 4:

Obtain knowledge of all aspects of expert witnessing as well as to analyse and demonstrate that all expectations of being an expert witness were fully comprehended and integrated.

Subsection objectives/outcomes of this session:

- ✓ **The attendants will integrate the new found knowledge by partaking in a mock court scenario**
- ✓ **The facilitator will summarise and the outcome will be discussed in class.**

Content

To reach the main objective of this study unit 4, namely to obtain knowledge of all aspects of expert witnessing as well as to analyse and demonstrate that all expectations of being an expert witness were fully comprehended and integrated, each of the outcomes of this subsection will be discussed in class by the

facilitator. Relevant literature will be made available to the attendants to enable them to reach this session's outcomes. The attendants should be able to give an evaluation of the outcomes of study unit 4 during a mock court scenario in session 4. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge.

Session 5

Objectives/outcomes of session 5

Main objective/outcome of session 5:

Obtain knowledge of all aspects of expert witnessing as well as to analyse and demonstrate that all expectations of being an expert witness were fully comprehended and integrated.

Subsection objectives/outcomes of this session:

- ✓ The attendants will integrate the newly gained knowledge by partaking in a mock court scenario.
- ✓ The facilitator will summarise and the outcome will be discussed in class.
- ✓ Evaluation of programme.

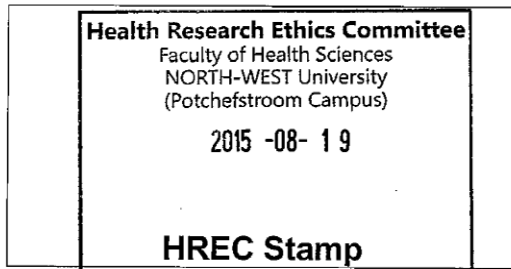
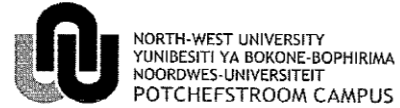
Content

To reach the main objective of study unit 4, namely to obtain knowledge of all aspects of expert witnessing as well as to analyse and demonstrate that all expectations of being an expert witness were fully comprehended and integrated, each of the outcomes of this subsection will be discussed in class by the facilitator. Relevant literature will be made available to the attendants to enable

them to reach this session's outcomes. The attendants should be able to give an evaluation of the outcomes of study unit 4 during a mock court scenario in session 5. This will be done to enable the attendants to demonstrate that they understand the different objectives/outcomes and have integrated the knowledge.



ADDENDUM 2: CONSENT FORMS



PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR JUDICIAL OFFICERS

TITLE OF THE RESEARCH PROJECT:

Development and evaluation of a training programme for forensic social workers working with child sexual abuse

REFERENCE NUMBERS: NWU-000027-09-A1

PRINCIPAL INVESTIGATOR: Prof Cornelia Wessels

ADDRESS:

North West University
Subject Group: Social Work
Privatebag X6001
POTCHEFSTROOM
2520

CONTACT NUMBER:

018 2991683

You are being invited to take part in a research project that forms part of Mrs Carien Phillips PhD studies and Prof Cornelia Wessels is the Promotor. Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is entirely voluntary and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (NWU-000027-09-A1) and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki and the ethical guidelines of the National Health Research Ethics Council. It might be necessary for the research ethics committee members or relevant authorities to inspect the research records.

What is this research study all about?

- This study will be conducted in the Limpopo Province, and will involve semi-structured interviews with experienced judicial officers working in the field of child sexual abuse. Four participants will be included in this part of the study.
- *The objectives of this research are:*
 - To explore and describe the knowledge and needs of the role players (forensic social workers, judicial officers and investigating officers) in connection with forensic social workers training?
 - To determine through the literature review and empirical research what the contents should be of a training program for forensic social workers working with sexual abused children.
 - To evaluate the newly developed training programme that will assist in the training needs of future forensic social workers.

Why have you been invited to participate?

- *You have been invited to participate because you are one of the professional people working in the criminal court where children who are victims of sexual abuse have to testify. You also have experience of what the court expected from an expert witness.*
- *You have also complied with the following inclusion criteria: A professional person working in a criminal court where children who are victims of sexual abuse have to testify; has a minimum of two years' experience in criminal court where children have to testify; willing to participate in the research through informed consent; willing to have the semi-structured interview digitally recorded; and able to communicate freely and express yourself adequately.*
- *You will be excluded if: You have not any experience working with children in court and a forensic social worker as expert witness. The reason why you will be excluded is because you will not be able to make any contribution to what the court want from an expert witness in the case of children.*

What will your responsibilities be?

- *You will be expected to attend one semi-structured interview and share your view of the knowledge and skills that a forensic social worker need in a criminal court where the child is a victim of sexual abuse. The interview will be between an hour and an hour and a half. I will arrange with you a time that will not have an influence on your work. All interviews will be digitally recorded. When the focus group take place in a later phase of the study you might be contacted again to participate in the focus group.*

Will you benefit from taking part in this research?

- *The direct benefits for you as a participant will be the opportunity to share your knowledge and experiences of children who have to testify in a criminal court as well as forensic social workers as expert witnesses. The main benefit will be to the researcher to gain knowledge and practical skills that can be used in a training programme.*
- *The indirect benefit will be that forensic social workers can be better trained and that will have an influence on the conviction rate where children are the victims of sexual abuse.*

Are there risks involved in your taking part in this research?

- *The risks in this study are minimal due to the topic being more of sharing your knowledge and skills to improve forensic social workers as expert witnesses. The risk of private practise income might have an influence. The pre-caution to minimize this risk will be to arrange the appointment at a convenient time. The interview will take place in an office of the Psychologist that will also be the mediator.*

The benefits in this study outweigh the risks.

Who will have access to the data?

- *Confidentiality will be ensured by the way data will be captured, changing identifying data during transcription and deleting the digital recordings once data have been transcribed. Only the researcher and person transcribing the interview will have access to the data. A confidentiality agreement will be signed with the person doing the transcriptions. Data will be kept safe and secure by locking the memory stick in a locked cupboard. Reporting of findings will be anonymous by the researcher and her promoter. As soon as data has been transcribed it will be deleted from the recorders. Data will be stored for 5 years in a locked cupboard at the Social Work Subject Group, North West University, Potchefstroom Campus.*

Will you be paid to take part in this study and are there any costs involved?

No, you will not be paid to take part in the study. The researcher will take the responsibility to travel to a place that will be convenient for you. There will thus be no costs involved for you, if you do take part.

Is there anything else that you should know or do?

- You might be contact again to take part in a Focus Group. This will be to evaluate the newly developed program.
- You can contact Prof Cornelia Wessels at 018 2991683 if you have any further queries or encounter any problems.
- You can contact the Health Research Ethics Committee via Mrs Carolien van Zyl at 018 299 2089; carolien.vanzyl@nwu.ac.za if you have any concerns or complaints that have not been adequately addressed by the researcher.
- You will receive a copy of this information and consent form for your own records.

How will you know about the findings?

- The findings of the research will be shared with you by Carien Phillips and Prof Cornelia Wessels after finalizing the training programme.

Declaration by participant

By signing below, I agree to take part in a research study entitled: Development and evaluation of a training programme for forensic social workers working with child sexual abuse.

I declare that:

- I have read this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

Declaration by investigator

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of investigator

.....
Signature of witness

Declaration by person obtaining consent

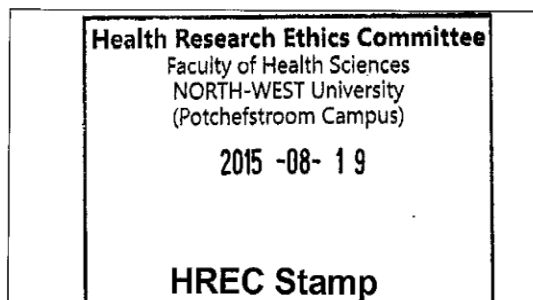
I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of person obtaining consent

.....
Signature of witness



PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR FOCUS GROUP

TITLE OF THE RESEARCH PROJECT:

Development and evaluation of a training programme for forensic social workers working with child sexual abuse

REFERENCE NUMBERS: NWU-000027-09-A1

PRINCIPAL INVESTIGATOR: Prof Cornelia Wessels

ADDRESS:

North West University
Subject Group: Social Work
Privatebag X6001
POTCHEFSTROOM
2520

CONTACT NUMBER:

018 2991683

You are being invited to take part in a research project that forms part of Mrs Carien Phillips PhD studies and Prof Cornelia Wessels is the Promoter. Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is entirely voluntary and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (NWU-000027-09-A1) and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki and the ethical guidelines of the National Health Research Ethics Council. It might be necessary for the research ethics committee members or relevant authorities to inspect the research records.

What is this research study all about?

- *This study will be conducted in the Limpopo Province and will involve a focus group with experienced judicial officers, investigating officers and forensic social workers working in the field of child sexual abuse. Six to eight participants will be included in this study.*
- *The objectives of this research are:*
 - *To explore and describe the knowledge and needs of the role players (forensic social workers, judicial officers and investigating officers) in connection with forensic social workers training?*
 - *To determine through the literature review and empirical research what the contents should be of a training program for forensic social workers working with sexual abused children.*
 - *To evaluate the newly developed training programme that will assist in the training needs of future forensic social workers.*

Why have you been invited to participate?

- *You have been invited to participate because you are one of the professional people working in the criminal court where children who are victims of sexual abuse have to testify. You also have experience of what the court expected from an expert witness.*
- *You have also complied with the following inclusion criteria: A professional person working in a criminal court where children who are victims of sexual abuse have to testify; has a minimum of two years' experience in criminal court where children have to testify; taking statements from children, assessing children; use an evidence based protocol; willing to participate in the research through informed consent; willing to have the focus group digitally recorded; and able to communicate freely and express yourself adequately.*
- *You will be excluded if: You have not any experience working with children in court and a forensic social worker as expert witness. If you have not taken statements from children and not using an evidence based protocol. The reason why you will be excluded is because you will not be able to make any contribution to what the court want from an expert witness in the case of children.*

What will your responsibilities be?

- *You will be expected to attend one focus group and share your view of the newly developed training programme for forensic social workers. The focus group will be between an hour and an hour and a half. I will arrange with you a time that will not have an influence on your work.*

Will you benefit from taking part in this research?

- *The direct benefits for you as a participant will be the opportunity to share your knowledge and experiences of children who have to testify in a criminal court as well as forensic social workers as expert witnesses. The main benefit will be to the researcher to evaluate the training programme.*
- *The indirect benefit will be that forensic social workers can be better trained and that will have an influence on the conviction rate where children are the victims of sexual abuse.*

Are there risks involved in your taking part in this research?

- *The risks in this study are minimal due to the topic being more of sharing your knowledge and skills to improve forensic social workers as expert witnesses. The risk of private practise income might have an influence. The pre-caution to minimize this risk will be to arrange the focus group at a convenient time.*

The benefits in this study outweigh the risks.

Who will have access to the data?

- *Anonymity will only be partial due to focus groups but group rules will be set to protect participants. During transcription data will be coded to ensure that no link can be made to a specific participant. Confidentiality will be ensured by the way data will be captured, changing identifying data during transcription and deleting the digital recordings once data have been transcribed. Only the researchers and person transcribing the focus groups will have access to the data. A confidentiality agreement will be signed with the person doing the transcriptions. Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected. Reporting of findings will be anonymous.*

Will you be paid to take part in this study and are there any costs involved?

No, you will not be paid to take part in the study. The researcher will take the responsibility to travel to a place that will be convenient for you. There will thus be no costs involved for you, if you do take part. Refreshments will be served after the focus group has taken place.

Is there anything else that you should know or do?

- You can contact Prof Cornelia Wessels at 018 2991683 if you have any further queries or encounter any problems.
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- You will receive a copy of this information and consent form for your own records.

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- The findings of the research will be shared with you by Carien Phillips and Prof Cornelia Wessels after finalizing the training programme.

Declaration by participant

By signing below, I agree to take part in a research study entitled: Development and evaluation of a training programme for forensic social workers working with child sexual abuse.

I declare that:

- I have read this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

Declaration by investigator

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of investigator

.....
Signature of witness

Declaration by person obtaining consent

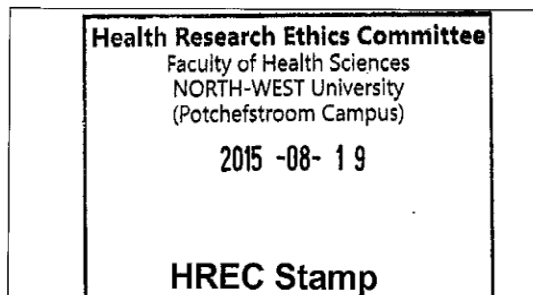
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- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of person obtaining consent

.....
Signature of witness



PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR FOCUS GROUP

TITLE OF THE RESEARCH PROJECT:

Development and evaluation of a training programme for forensic social workers working with child sexual abuse

REFERENCE NUMBERS: NWU-000027-09-A1

PRINCIPAL INVESTIGATOR: Prof Cornelia Wessels

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This study has been approved by the Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (NWU-000027-09-A1) and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki and the ethical guidelines of the National Health Research Ethics Council. It might be necessary for the research ethics committee members or relevant authorities to inspect the research records.

What is this research study all about?

- *This study will be conducted in the Limpopo Province and will involve a focus group with experienced judicial officers, investigating officers and forensic social workers working in the field of child sexual abuse. Six to eight participants will be included in this study.*
- *The objectives of this research are:*
 - *To explore and describe the knowledge and needs of the role players (forensic social workers, judicial officers and investigating officers) in connection with forensic social workers training?*
 - *To determine through the literature review and empirical research what the contents should be of a training program for forensic social workers working with sexual abused children.*
 - *To evaluate the newly developed training programme that will assist in the training needs of future forensic social workers.*

Why have you been invited to participate?

- *You have been invited to participate because you are one of the professional people working in the criminal court where children who are victims of sexual abuse have to testify. You also have experience of what the court expected from an expert witness.*
- *You have also complied with the following inclusion criteria: A professional person working in a criminal court where children who are victims of sexual abuse have to testify; has a minimum of two years' experience in criminal court where children have to testify; taking statements from children, assessing children; use an evidence based protocol; willing to participate in the research through informed consent; willing to have the focus group digitally recorded; and able to communicate freely and express yourself adequately.*
- *You will be excluded if: You have not any experience working with children in court and a forensic social worker as expert witness. If you have not taken statements from children and not using an evidence based protocol. The reason why you will be excluded is because you will not be able to make any contribution to what the court want from an expert witness in the case of children.*

What will your responsibilities be?

- *You will be expected to attend one focus group and share your view of the newly developed training programme for forensic social workers. The focus group will be between an hour and an hour and a half. I will arrange with you a time that will not have an influence on your work.*

Will you benefit from taking part in this research?

- *The direct benefits for you as a participant will be the opportunity to share your knowledge and experiences of children who have to testify in a criminal court as well as forensic social workers as expert witnesses. The main benefit will be to the researcher to evaluate the training programme.*
- *The indirect benefit will be that forensic social workers can be better trained and that will have an influence on the conviction rate where children are the victims of sexual abuse.*

Are there risks involved in your taking part in this research?

- *The risks in this study are minimal due to the topic being more of sharing your knowledge and skills to improve forensic social workers as expert witnesses. The risk of private practise income might have an influence. The pre-caution to minimize this risk will be to arrange the focus group at a convenient time.*

The benefits in this study outweigh the risks.

Who will have access to the data?

- *Anonymity will only be partial due to focus groups but group rules will be set to protect participants. During transcription data will be coded to ensure that no link can be made to a specific participant. Confidentiality will be ensured by the way data will be captured, changing identifying data during transcription and deleting the digital recordings once data have been transcribed. Only the researchers and person transcribing the focus groups will have access to the data. A confidentiality agreement will be signed with the person doing the transcriptions. Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected. Reporting of findings will be anonymous.*

Will you be paid to take part in this study and are there any costs involved?

No, you will not be paid to take part in the study. The researcher will take the responsibility to travel to a place that will be convenient for you. There will thus be no costs involved for you, if you do take part. Refreshments will be served after the focus group has taken place.

Is there anything else that you should know or do?

- You can contact Prof Cornelia Wessels at 018 2991683 if you have any further queries or encounter any problems.
- You can contact the Health Research Ethics Committee via Mrs Carolien van Zyl at 018 299 2089; carolien.vanzyl@nwu.ac.za if you have any concerns or complaints that have not been adequately addressed by the researcher.
- You will receive a copy of this information and consent form for your own records.

How will you know about the findings?

- The findings of the research will be shared with you by Carien Phillips and Prof Cornelia Wessels after finalizing the training programme.

Declaration by participant

By signing below, I agree to take part in a research study entitled: Development and evaluation of a training programme for forensic social workers working with child sexual abuse.

I declare that:

- I have read this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

Declaration by investigator

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of investigator

.....
Signature of witness

Declaration by person obtaining consent

I (*name*) declare that:

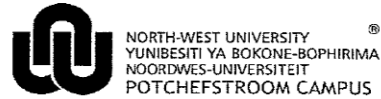
- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of person obtaining consent

.....
Signature of witness

ADDENDUM 3: ETHICAL PERMISSION TO CONDUCT THE STUDY



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Faculty of Health Sciences
Tel: 018-299 2092
Fax: 018-299 2088
Email: Minrie.Greeff@nwu.ac.za

19 Augustus 2015

Prof CC Wessels
Social Work

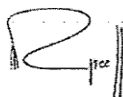
Dear Prof Wessels

APPROVAL: ETHICS APPLICATION: NWU-00027-09-A1 (CC WESSELS- CGJ PHILLIPS) "THE DEVELOPMENT AND EVALUATION OF PROGRAMS AND A PROTOCOL IN FORENSIC SOCIAL WORK"

Thank you for amending your sub-study "Development and evaluation of a training programme for forensic social workers working with child sexual abuse" application. All ethical concerns have now been addressed and ethical approval is granted until 31/08/2016.

Please note that any changes to the approved application must be submitted to the Health Research Ethics Committee for approval before implementation.

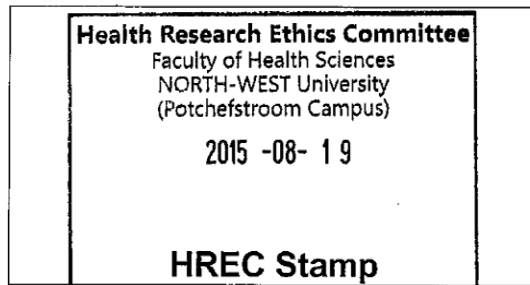
Yours sincerely



Prof Minrie Greeff
HREC Chairperson

Current details: (13210572) C:\Users\13210572\Documents\HREC\HREC - Applications\2014 Applications\Applications 8 - August 2014\NWU-00027-09-A1 (CC Wessels-CGJ Phillips)\NWU-00027-09-A1 (CC Wessels-CGJ Phillips) - AL\NWU-00027-09-A1 (CC Wessels-CGJ Phillips) - AL.docm
18 August 2015

File reference: 9.1.5.3



PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR INVESTIGATING OFFICERS (FCS)

TITLE OF THE RESEARCH PROJECT:

Development and evaluation of a training programme for forensic social workers working with child sexual abuse

REFERENCE NUMBERS: NWU-000027-09-A1

PRINCIPAL INVESTIGATOR: Prof Cornelia Wessels

ADDRESS:

North West University
Subject Group: Social Work
Privatebag X6001
POTCHEFSTROOM
2520

CONTACT NUMBER:

018 2991683

You are being invited to take part in a research project that forms part of Mrs Carien Phillips PhD studies and Prof Cornelia Wessels is the promoter. Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is entirely voluntary and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (NWU-000027-09-A1) and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki and the ethical guidelines of the National Health Research Ethics

Council. It might be necessary for the research ethics committee members or relevant authorities to inspect the research records.

What is this research study all about?

- *This study will be conducted in the Limpopo Province, and will involve semi-structured interviews with experienced investigating officers from the Family Violence, Child Protection and Sexual Offences Units of the South African Police. Four participants will be included in this part of the study.*
- *The objectives of this research are:*
 - To explore and describe the knowledge and needs of the role players (forensic social workers, judicial officers and investigating officers) in connection with forensic social workers training?
 - To explore what the contents should be of a training program for forensic social workers working with sexual abused children.
 - To evaluate the newly developed training programme that will assist in the training needs of future forensic social workers.

Why have you been invited to participate?

- *You have been invited to participate because you are one of the professional people working in the criminal court where children who are victims of sexual abuse have to testify. You also have experience of what the court expected from an expert witness. You are also invited because you are taking the statement from the child.*
- *You have also complied with the following inclusion criteria: A professional person taking statements from children and working in a criminal court where children who are victims of sexual abuse have to testify; has a minimum of two years' experience in taking statements from children as well as experience of testify in a criminal court where children have to testify; willing to participate in the research through informed consent; willing to have the semi-structured interview digitally recorded; and able to communicate freely and express yourself adequately.*
- *You will be excluded if: You have not any experience working with children in court and taking statements from children. The reason why you will be excluded is because you will not be able to make any contribution to what the court want from an expert witness in the case of children and you will not be able to give any information of taking a statement from a child.*

What will your responsibilities be?

- *You will be expected to attend one semi-structured interview and share your view of the knowledge and skills that a forensic social worker need in a criminal court where the child is a victim of sexual abuse. The interview will be between an hour and an hour and a half. I will arrange with you a time that will not have an influence on your work. All interviews will be digitally recorded. When the focus group take place in a later phase of the study you might be contacted again to participate in the focus group.*

Will you benefit from taking part in this research?

- *The direct benefits for you as a participant will be the opportunity to share your knowledge and experiences of children who have to testify in a criminal court..*

The main benefit will be to the researcher to gain knowledge and practical skills that can be used in a training programme.

- *The indirect benefit will be that forensic social workers can be better trained and that will have an influence on the conviction rate where children are the victims of sexual abuse.*

Are there risks involved in your taking part in this research?

- *The risks in this study are minimal due to the topic being more of sharing your knowledge and skills to improve forensic social workers as expert witnesses. The risk of time might have an influence. The pre-caution to minimize this risk will be to arrange the appointment at a convenient time. The interview will take place in an office of the Psychologist that will also be the mediator.*

The benefits in this study outweigh the risks.

Who will have access to the data?

- *Confidentiality will be ensured by the way data will be captured, changing identifying data during transcription and deleting the digital recordings once data have been transcribed. Only the researcher and person transcribing the interview will have access to the data. A confidentiality agreement will be signed with the person doing the transcriptions. Data will be kept safe and secure by locking the memory stick in a locked cupboard. Reporting of findings will be anonymous by the researcher and her promotor. As soon as data has been transcribed it will be deleted from the recorders. Data will be stored for 5 years in a locked cupboard at the Social Work Subject Group, North West University, Potchefstroom Campus.*

Will you be paid to take part in this study and are there any costs involved?

No, you will not be paid to take part in the study. The researcher will take the responsibility to travel to a place that will be convenient for you. There will thus be no costs involved for you, if you do take part.

Is there anything else that you should know or do?

- You might be contact again to take part in a Focus Group. This will be to evaluate the newly developed program.
- You can contact Prof Cornelia Wessels at 018 2991683 if you have any further queries or encounter any problems.
- You can contact the Health Research Ethics Committee via Mrs Carolien van Zyl at 018 299 2089; carolien.vanzyl@nwu.ac.za if you have any concerns or complaints that have not been adequately addressed by the researcher.
- You will receive a copy of this information and consent form for your own records.

How will you know about the findings?

- The findings of the research will be shared with you by Carien Phillips and Prof Cornelia Wessels after finalizing the training programme.

Declaration by participant

By signing below, I agree to take part in a research study entitled: Development and evaluation of a training programme for forensic social workers working with child sexual abuse.

I declare that:

- I have read this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

Declaration by investigator

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of investigator

.....
Signature of witness

Declaration by person obtaining consent

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use a interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of person obtaining consent

.....
Signature of witness

ADDENDUM 4: AUTHORITY TO CONDUCT RESEACH

SUID-AFRIKAANSE POLISIEDIENS



SOUTH AFRICAN POLICE SERVICE

SAP 21

Verwysing Reference	2/12/1 (09/2013)
Navree Enquiries	Brigadier Naicker Colonel Mashile
Telefoon Telephone	015 290 6090/ 6099
Faksnommer Fax number	015 230 1023

THE PROVINCIAL COMMISSIONER
SOUTH AFRICAN POLICE SERVICE
POLOKWANE
LIMPOPO

- A. The National Commissioner
South African Police Services
Pretoria
0001 (Att: Major Gen Menziwa)
- B. CGJ PHILLIPS
12 Chardonnary Street
Sunset Boulevard
Polokwane
0700

AUTHORITY TO CONDUCT RESEARCH ON TRAINING PROGRAM FOR FORENSIC
SOCIAL WORKERS WORKING WITH SEXUAL ABUSED CHILDREN: DOCTRATE IN
SOCIAL WORK: UNIVERSITY OF POTCHEFSTROOM: RESEARCHER CGJ PHILLIPS

- A.1 Copy for your information.
- B1. Your application for authority to conduct the research indicated above refers.
2. Authority is herewith granted.
3. The researcher should approach the relevant investigating officers as indicated in the research proposal.
4. You are also advised to adhere to the provisions of the National Instruction 1 of 2006 on research in the SAPS.

LIEUTENANT GENERAL
PROVINCIAL COMMISSIONER
LIMPOPO PROVINCE
T.S MPEMBE

DATE: 2013-08-14

ADDENDUM 5: EDITING CERTIFICATE



2 November 2015

I, Ms Cecilia van der Walt, hereby confirm that I took care of the editing of the thesis of Ms CGJ Phillips titled *Development and evaluation of a training programme for forensic social workers working with child sexual abuse*.

A handwritten signature in cursive script, reading 'C. van der Walt'.

MS CECILIA VAN DER WALT

BA (*Cum Laude*)

HOD (*Cum Laude*).

Plus Language editing and translation at Honours level (*Cum Laude*).

Plus Accreditation with SATI for Afrikaans and translation

Registration number with SATI: 1000228

Email address: ceciliavdw@iantic.net

Mobile: 072 616 4943

Fax: 086 578 1425

ADDENDUM 6: CERTIFICATE OF EDITING BIBLIOGRAPHY

Gerrit Dekkerstraat 1
POTCHEFSTROOM
2531
3 November 2015

Me Carien Philips
Noordwes-Universiteit
POTCHEFSTROOM

VERKLARING: NASIEN VAN BRONNELYS

Hiermee verklaar die ondergetekende dat hy die Bronnelys vir die studie van me. Carien Phillips volgens die nuutste voorskrifte van die Senaat van die Noordwes-Universiteit tegnies nagesien en versorg het.

Die uwe



Prof CJH LESSING

ADDENDUM 7: STIPULATIONS FOR CARSA

INSTRUCTION TO AUTHORS

CARSA is a national journal that promotes academic and professional discourse amongst professionals involved in child-care work in South Africa. It publishes high quality, peer-evaluated, applied, multidisciplinary articles focusing on the theoretical, empirical and methodological issues related to child abuse in the light of the current political, cultural and intellectual topics in South Africa. Authors of articles submitted for review will remain anonymous. The comments of the reviewers and peer evaluators should be constructive and helpful and designed to aid the authors to produce articles that can be published. The authors may then use these comments to revise their articles. However, the final decision on whether or not to publish an article rests with the editor. There should be an interval of at least two issues between articles published by the same author.

Preparing articles for submission

The submitted articles should always conform to CARSA's house style. As the journal develops, it is envisaged that it will contain full-length articles, shorter debates, book reviews and software reviews. The following information is provided regarding the length of articles:

- full-length articles should not exceed a word count of 8000 (tables excluded)
- shorter articles (in the form of shorter debates) should not exceed a word count of 3000 (tables excluded)
- book reviews should not exceed a word count of 1000
- software reviews should not exceed a word count of 3000

Tables, figures, illustrations and references are excluded from the word count. Book reviews and software reviews will be initiated by the editor and review editors. They will commission individuals to do the reviews. Prospective authors are expected to abide by language guidelines regarding issues of gender and race and disability.

Empirical research should adhere to acceptable standards of descriptive and inferential statistics and empirical data should be manipulated statistically using an acceptable statistical program such as the Statistical Package for the Social Sciences (SPSS) or SAS. The inferences regarding qualitative analysis should also be accompanied by an explanation of the techniques used or should utilise statistical packages such as SQR.NUD.IST which are recognised for this type of analysis.

Copyright policy and author's rights

Once an article has been accepted for publication, the author automatically agrees to the following conditions. All work published in CARSA is subject to copyright and may not be reproduced, in whole or in part, in any manner or in any medium without the written consent of the editor, unless no charge is made for the copy containing the work, and provided the author's name and place of first publication appears in the work. Authors assign copyright to CARSA.

Non-exclusive rights for contributions to debates and comments to articles are requested so that these may also appear in CARSA. The moral right of the author to his or her work remains with the author. Where applicable, contributors should indicate sources of funding. It is the duty of the author to clear copyright on empirical, visual or oral data. Simultaneous submission to other electronic or printed journals is not allowed.

Notes for contributors

Articles that appear in CARSA are subject to the usual academic process of anonymous peer reviewing. The articles that are written by the editorial staff will be refereed by independent referees. Electronic submission of articles by E-mail should be done in one of the following:

(A) MS Windows, Word (B) WordPerfect (C) Plain ASCII File format.

Figures, maps, and photographs should be submitted on disk in any standard format.

Authors should submit their work to [SAPSAC](#).

Authors who are unable to submit their work electronically should despatch three copies [to the postal address](#). Before submission, articles should have been corrected

for errors, edited and should be accurate.

It is the responsibility of the author that articles should be language and technically edited, before submission.

Style

Main headings should be typed in upper case and begin at the left margin. No indentation is allowed. Dates should be written as follows: 9 January, 2000. Bold, italics and underscore should be formatted as such in the original document. The recommended style for reference purposes is the abbreviated Harvard technique, for example, "Child abuse is rising (Author 1999:10)" OR "According to Author (1999:10), child abuse is rising". In the case of legal articles, footnotes will be allowed.

To work toward uniformity in the alphabetical bibliography at the end of an article, the following examples of format are given:

Books:

Kuehnle, K. 1996. Assessing allegations of child sexual abuse. Sarasota: Professional Resource Press.

Articles:

Collings, SJ & Payne, MF. 1991. Attribution of causal and moral responsibility to victims of father-daughter incest: an exploratory examination of five factors. Child Abuse and Neglect (15)4:513-521.

Where applicable, contributors should indicate sources of funding. It is the duty of the author to clear copyright on empirical, visual or written data. Simultaneous submission to other electronic or printed journals is not allowed.

Non-sexist language

Gender specific nouns and pronouns should not be used to refer to people of both sexes. The guidelines on sexist, racist and other discriminatory language should be observed. The following is intended to assist contributors to refrain from sexist language by suggesting non-sexist alternatives.

Sexist: Each respondent was asked whether he wanted to participate. The child should have enough time to familiarise himself with the test.

Non-sexist: Respondents were asked whether they wished to participate. Enough time should be allowed for the child to become familiar with the test.

ADDENDUM 8: STIPULATIONS FOR SOCIAL WORK/MAATSKAPLIKE WERK

SOCIAL WORK. A PROFESSIONAL JOURNAL FOR THE SOCIAL WORKER! MAA TSKAPLIKE WERK.
'n V AKTYDSKRIF VIR DIE MAATSKAPLIKE WERKER

EDITORIAL POLICY/REDAKSIONELE BELEID

The Journal publishes articles, book reviews and commentary on articles already published from any field of social work. Contributions may be written in English or Afrikaans. All articles should include an abstract in English of not more than 100 words. All contributions will - be critically reviewed by at least two referees on whose advice contributions will be accepted or rejected by the editorial committee. All refereeing is strictly confidential. Manuscripts may be returned to the authors if extensive revision is required or if the style or presentation does not conform to the Journal practice. Articles of fewer than 2,000 words or more than 10,000 words are normally not considered for publication. Two copies of the manuscript as well as a diskette with the text, preferably in MS Windows should be submitted. Manuscripts should be typed in 12 point Times Roman double-spaced on one side of A4 paper only. If possible the manuscript should be sent electronically to hsu@sun.ac.za. Use the Harvard system for references. Short references in the text: When word-for-word quotations, facts or arguments from other sources are cited, the surname(s) of the author(s), year of publication and page number(s) must appear in parenthesis in the text, e.g. " Berger, 1967: 12). More details about sources referred to in the text should appear the end of the manuscript under the caption "References". The sources must be arranged alphabetically according to the surnames of the authors. Note the use of capitals and punctuation marks in the following examples. Die Tydskrif publiseer artikels,

boekbesprekings en kommentaar op reeds gepubliseerde artikels uit enige gebied van die maatskaplike werk. Bydraes mag in Afrikaans of Engels geskryf word. Alle artikels moet vergesel wees van 'n Engelse opsomming van nie meer as 100 woorde nie. Alle-bydraes moet krities deur ten minste twee keurders beoordeel word. Beoordeling is streng vertroulik. Manuskripte sal na outeurs teruggestuur word indien ingrypende hersiening vereis word, of indien die styl nie ooreenstem met die tydskrif se standaard nie. Artikels van minder as 2,000 woorde of meer as 10,000 woorde sal normaalweg nie oorweeg word vir publikasie. 'n Disket met die teks, verkieslik in MS Windows, moet twee kopieë van die manuskrip vergesel. Manuskripte moet in 12 pt "Times Roman" dubbelspasiering slegs op een kant van 'n A4 bladsy

getik word. Indien enigsins moontlik moet die manuskrip ook per e-pos versend word aan hsu@sun.ac.za. Verwysings moet volgens die Harvard-stelsel geskied. Verwysings in die teks: Wanneer woordelike sitate, feite of argumente uit ander bronne gesiteer word, moet die van(ne) van die outeur(s), jaar van publikasie, en bladsynommers tussen hakies in die teks verskyn, bv. " Berger, 1967:12). Meer besonderhede omtrent bronne moet alfabeties volgens die vanne van die outeurs aan die einde van die manuskrip onder die opskrif "Bibliografie" verskyn. Let op die gebruik van hoofletters en leestekens by die volgende voorbeelde

TWO AUTHORS/TWEE OUTEURS: SHEAFOR, B.W. & JENKINS, L.E. 1982. **Quality field instruction in social work**. Program development and Maintenance. New York: Longman.

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SECTION E

**CONSOLIDATED LIST OF
REFERENCES**

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Constitution see South Africa

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