UNIVERSITY OF OREGON
COLLEGE OF EDUCATION
COUPLES & FAMILY THERAPY

Violence, Trauma and Healing [CFT 625]
Class Time: Friday, 9-11:50
Fall, 2014

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"The most powerful thing you can do is listen. No interruptions. No sounds. Just listen."
- Survivor Voices participant

Course Description
This is a challenging course that examines difficult content. We will investigate the worst of what one person – and in some cases what a large group of people – can do to another. Conversely, we will study human capacity for healing and change. I have designed the course by anticipating violence-related situations that you will encounter across your career. Given that, my primary objective is that the course is immediately meaningful, relevant and useful – and that the information will continue to be useful throughout your professional life. I will place a high value on understanding course content, and de-emphasize memorization of details. The course is student and discovery-oriented; I urge you to very actively engage in the course. Your involvement, by attending every class, completing every reading assignment within its due date, raising thoughtful questions, and grappling with the issues will create a stimulating environment and will greatly benefit everyone.

We will discuss, among other issues, child sexual assault, adult interpersonal violence, child exposure to violence, genocide, verbal and emotional abuse, harassment, and rape – and unique features of these issues within and across diverse populations. Due to this focus, the course is exhausting and can be, at times, quite discouraging. Exposure to this material, even vicariously via a course, can be traumatic. Please think carefully about how you will address your inevitable emotions (e.g., sadness, fear, anger) and discouragement. We will share these strategies with each other. I have posted on Blackboard a resource list, including support, information and counseling that you may find valuable.

Violence, Trauma and Healing (CFT 625) is designed to investigate (1) the social conditions that encourage and perpetuate violence and maltreatment; (2) conscientious assessment practices; (3) intervention/healing; and (4) the impact of this work on counselors/therapists. The course broadly surveys domestic violence, though particularly emphasizes intimate partner emotional, physical and sexual abuse and the dilemmas caregivers face in working with abuse of this kind. A major assumption of the course is that any effort to reduce interpersonal violence demands a coordinated community response. In that regard, counselors and therapists are one important part of a coordinated response system. Given this, the course assumes it is very important to (1) understand the response system (e.g., criminal justice response, victims’ services response, applicable statutes); (2) investigate and determine our role as community members and professionals in the response system; (3) contribute to the development of the response system; and (4) provide safe, competent social/clinical/health care services.

Although the course gives attention to childhood trauma, we will focus primarily on the healing and support of adults.

We will examine these central themes: justice, healing, hope, change, empowerment, oppression, diversity, assessment, inviting responsibility, developmentally and culturally-tailored healing.

We will investigate these central questions:
- What are the social conditions that contribute to maltreatment and violence and what is my role as a member of my community in relation to those conditions?
- What are my beliefs and attitudes about people who have been or are being abused and those who behave abusively?
- What are the conditions that contribute to individual and community healing?
Course Learning Outcomes
1. To become more familiar with the conditions that contribute to violence in society, including post-violence denial and minimization.
2. To become more familiar with the conditions in society that dampens trauma healing.
3. To be able to effectively identify abuse.
4. To become more familiar with intervention strategies, their conceptual roots, and skilled in their application.
5. To develop a sophisticated understanding of the dynamics associated with abuse, particularly interpersonal violence and related diversity issues.
6. To become familiar with healing and recovery outcome research data.
7. To become familiar with pertinent systemic considerations (e.g., feminist critique of systemic thinking, issues associated with conjoint therapy) in relation to interpersonal violence and violence prevention.
8. To accumulate an extensive body of resources that will be readily useful in practice.
9. To become more familiar with how our own personal beliefs and responses to abuse influence our practice.

Text/Readings

Recommended Readings


DOI: 920453 DOI:10.1080/10926771.2014.920453


**Self-Care**

Please see Blackboard for a list of accessible resources.

**A Note About In-Class and Blackboard Self-Disclosure:** Some of you have been abused and some of you are currently being abused or mistreated. Some of you have been abusive and probably all of us have behaved in ways toward others, if even in a small way, that we regret. Many of you know someone who has been or is being mistreated or is mistreating someone else. Given this, there will be many opportunities to disclose your personal experiences. If you choose to disclose a personal experience, please know that (a) the classroom environment does not allow for a fully supportive response to a disclosure, and (b) I cannot assure you that your immediate needs will be addressed following a disclosure in a classroom. Disclosure of personal experiences can be very useful in a classroom. And, it carries with it some risks. If you consider disclosing a personal experience, weigh the following questions before doing so:

- Why am I disclosing this information?
- Will this particular disclosure benefit the class at this time?
- What kind of a response am I likely to get in a classroom or on Blackboard if I make this disclosure at this time? Am I ready for the range of possible responses?
- Will this disclosure possibly hurt me or someone else?
- Do the benefits outweigh the risks in making this disclosure?

As a participant in this class, we are all responsible for responding to a disclosure in a respectful manner. If someone makes a personal disclosure in class, that information is private and should not be discussed outside of the classroom without the explicit permission of the discloser. Also, please be reminded that under Oregon law I am a mandatory reporter. If you disclose an event
that suggests a child or a vulnerable person (e.g., elderly individual, person w/ developmental disability) was harmed or is at risk of being harmed, I may be required to report this information to protective services. This also applies if I believe you or someone you mention may be at risk of harming him/herself or someone else.

In summary, self-disclosure of sensitive personal information is a choice and a right. Please do so thoughtfully and in a way that is useful for you, your classmates and our class. I am very happy to discuss this with you and we will discuss this matter throughout the term. The disclosure of information, including self-disclosure, is very relevant to the topic of interpersonal violence.

POLICIES

Documented Disability & Request for Accommodations

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

The University of Oregon is an equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. This syllabus will be made available in accessible format upon request.

Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (http://www.uoregon.edu/~conduct/). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University. The MFT program has a specific set of policies with regard to Professional Conduct and Ethical Standards that can be found in the MFT Program Handbook. It is the student's responsibility to review these policies.

Respect for Diversity

It is the policy of the University of Oregon and the Family Therapy Program to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Lauren Lindstrom, Associate Dean for Research and Academics at 346-1399 or lindstrm@uoregon.edu.

Outside the College, you can contact:

- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
Grievance Policy
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

Weather Policy
In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main homepage (in the “News” section) at http://www.uoregon.edu. College of Education students should contact their program department for further information.

Disclosure of Personal Information
The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have “established policies for informing applicants and students regarding disclosure of their personal information” (COAMFTE Standard 140.02, 2003). With this standard in mind, I would like to highlight that in this course personal disclosures may occur. Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self disclosures. The program can not guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

The AAMFT Code of Ethics states in standard 4.7 (2001) that Marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. With this in mind, the program would like to highlight that clinical supervisors who share responsibility for supervisees will share relevant information without a written waiver in an effort to provide a quality standard of supervision, maintain coherent training throughout the program, and ensure client care.

Mandatory Reporting
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
http://around.uoregon.edu/mandatoryreporting

Course Incomplete Policy
Please be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, see: https://education.uoregon.edu/academics/incompletes-courses

Electronics
Please use electronic devices during class for class purposes only.
Recommended Websites

Local & Regional Resources
- Oregon Coalition Against Domestic and Sexual Violence: http://www.ocadsy.com/
- Lane County Domestic Violence Council: http://ccrproject.enddomesticviolence.org/default.asp
- Lane County District Attorney’s Office: http://www.co.lane.or.us/da/
- Womenspace: http://www.enddv.com/
- Options Counseling http://www.aprilfoolsrun.com/
- 211 (a listing of over 1,000 Lane County social and health care services) http://211info.org/
- Kids First: http://www.lanecounty.org/Departments/DA/KidsFirst/Pages/default.aspx
- Family Allies Network: For Activists, Advocates and Allies Working to End Family Violence in Lane County, Oregon: http://www.familyallies.net/
- Lane County Legal Aid Services: http://www.lanecountylegalservices.org/
- Oregon Department of Human Services: Domestic Violence Intervention Resources. This site includes information about financial support, services, safety planning, screening protocols, multiple handouts. http://170.104.17.50:591/DV/DVSite.html

Database Systems
- Minnesota Center Against Violence and Abuse: http://www.mincava.umn.edu
  Electronic clearinghouse provides education, research, and access to convenient resources on the web that deal with the topics of violence and abuse.
- Communities Against Violence Network (CAVNET) http://www.cavnet2.org/
- End Violence Against Women: Information and Resources: http://www.endvaw.org/
  A resource database, in collaboration with Johns Hopkins Center for Communication Programs

Child-Oriented
- Supervised Visitation Network (international networking and resource-based organization devoted to the development of supervised parenting time programs): http://www.svnetwork.net/
- Oregon’s State Office for Services to Children & Families: http://www.scf.hr.state.or.us
- The National Center for Children in Poverty: http://cpmcnet.columbia.edu/dept/nccp/
- Child Advocacy Center: http://www.co.lane.or.us/ChildAdvocacyCenter/
- DV and Child Exposure http://www.mincava.umn.edu/link/fvpf2.htm

Legal Information
- MINCABA Criminal Justice Resources (excellent links to legal issues): http://www.mincava.umn.edu/law.asp
- Oregon Revised Statutes: http://www.leg.state.or.us/or/
- District Attorney's Office http://www.co.lane.or.us/da/
- Types of Abuse Recognized by Oregon Law: reporting requirements; hypothetical consultation; http://www.co.lane.or.us/ChildAdvocacyCenter/page12.htm
- National Council of Juvenile and Family Court Judges http://www.ncjfcj.unr.edu/
- Lane County Legal Aid Services: http://www.lanecountylegalservices.org/
- Violence Against Women Online Resources (numerous resources r.e. legal issues): http://www.vaw.umn.edu/cj.asp
- State and U.S. Full Faith and Credit Legislation and Registry Information (information about individual states' laws and policies regarding restraining orders, statutes, and reciprocity between states); http://www.vaw.umn.edu/FinalDocuments/FFCmatrfin.htm

**Sexual Assault**

- University of Victoria Sexual Assault Center: http://web.uvic.ca/~oursac/
- Family Violence and Sexual Assault Institute: http://fvsai.org/
- National Sexual Violence Resource Center: http://www.nsvrc.org
- Violence Against Women Office: http://www.ojp.usdoj.gov/vawo/
- National Criminal Justice Reference Service: http://www.ncjrs.org
- National Center for Victims of Crime: http://www.ncvc.org
- National Organization of Victim Assistance: http://www.try-nova.org

**Definitions & Dynamics**

- Dynamics http://www.enddv.com/aboutus/dynamicsofdv.asp; http://www.2gcc.state.de.us/dynamics.html
- The Domestic Violence Project of Santa Clara County www.growing.com/nonviolent/ Provides resources for victims of domestic violence, information about the project, and the largest set of indexed research links on family violence.

**Safety Planning**

- Safety Planning, local example http://www.co.lane.or.us/ChildAdvocacyCenter/page7.htm
- Safety planning with children. (http://www.mincava.umn.edu/hart/safetyp.htm)
- Women's Justice Center http://www.justicewomen.com/tips_escape.html#one; http://www.justicewomen.com/tips_escape_sp.html (information in Spanish)

**International Resources**

- Human Rights Watch: http://www.hrw.org/
- Center for Women’s Global Leadership: http://www.cwgl.rutgers.edu/
- Women Against Violence Europe: http://www.wave-network.org/
- University of Minnesota Human Rights Library: http://www1.umn.edu/humanrts/

**Governmental & National Associations**

- Violence Against Women Office; www.ojp.usdoj.gov/vawo/
  Promising practices and model programs for law enforcement practitioners, and Victim Advocates.
- American Bar Association Commission on Domestic Violence; http://www.abanet.org/domviol/
  Domestic violence resources, information about legal research and analysis, teaching domestic violence law and facts about the commission.
- Family Violence Prevention Fund; www.fvpf.org
  Information on the "There's No Excuse for Domestic Violence" Campaign, the impact of domestic violence on health care, the workplace, child protection and immigrant women. Includes a celebrity watch page that traces celebrity involvement in domestic violence issues.
- The National Coalition Against Domestic Violence; www.ncadv.org
  Resources, public policy, community response to domestic violence and information on getting help for victims.
- The National Domestic Violence Hotline; www.usdoj.gov/vawo/newhotline.htm
Links, information about the hotline services. 1-800-799 SAFE, TDD for the hearing impaired: 1-800-787-3224.
- Centers for Disease Control and Prevention; www.cdc.gov
- Health statistics and topics, including information about domestic violence.
- National Center on Child Fatality Review; http://ICAN-NCFR.ORG/
- Domestic Violence Coordinating Council; http://www.dvcc.state.de.us
  A national coordinating body.
- U.S. Department of Justice: Bureau of Justice Statistics; http://www.ojp.usdoj.gov/bjs/homicide/intimates.htm
- U.S. Department of Justice: Office of Justice Programs; http://www.ojp.usdoj.gov/
- U.S. Department of Justice Office of Justice Programs: Violence Against Women Office; http://www.ojp.usdoj.gov/vawo/
- National Coalition Against Domestic Violence; http://www.ncadv.org/
- National Center on Child Fatality Review; www.cdc.gov/...incl
- Centers for Disease Control and Prevention; www.cdc.gov/...incl
- National Center on Child Fatality Review; http://ICAN-NCFR.ORG/
- Domestic Violence Coordinating Council; http://www.dvcc.state.de.us
  A national coordinating body.
- U.S. Department of Justice: Bureau of Justice Statistics; http://www.ojp.usdoj.gov/bjs/homicide/intimates.htm
- U.S. Department of Justice: Office of Justice Programs; http://www.ojp.usdoj.gov/
- U.S. Department of Justice Office of Justice Programs: Violence Against Women Office; http://www.ojp.usdoj.gov/vawo/
- National Coalition Against Domestic Violence; http://www.ncadv.org/
- National Council of Juvenile and Family Court Judges; http://www.ncjfcj.unr.edu/

Assessment
- Oregon Coalition Against Domestic and Sexual Violence; http://www.ocadsv.com/
- Womenspace: http://www.enddv.com/
- Oregon Department of Human Services: Domestic Violence Intervention Resources. This site includes information about financial support, services, safety planning, screening protocols, multiple handouts. http://170.104.17.50:591/DV/DVSite.html

Intervention
- Survivor's Art Foundation: http://www.survivorsartfoundation.org/
- Effectiveness Literature, Batterer Intervention; http://www.vaw.umn.edu/dv.asp#A102010102 (Violence Against Women Online Resources)
- Trauma Intervention http://www.trauma-pages.com/artic
- Batterer Intervention Services Coalition of Michigan; http://www.biscmi.org/index.html

Diverse Populations
- Native American Circle, Ltd; http://www.nativeamericancircle.org/default.asp
- Institute on Domestic Violence in the African American Community; www.dvinstitute.org, African-American perspective on community and family violence. Background information about the institute, publications, resource hotline numbers.
- The National Latino Alliance for the Elimination of Domestic Violence; http://www.DVAlianza.org/
- Anti-Violence Project/The New York City Gay & Lesbian Anti-Violence Project; http://www.avp.org/
- LAMDA GLBT Community Services Anti-Violence Project; http://lambda.org/avp_gen.htm

Religious Organizations
- Faith Trust Institute (a Christian and Jewish, faith-based organization): http://www.faithtrustinstitute.org/
- An Islamic Response to Family Health and Well Being; http://www.steppingtogether.org/
- Fellowship of Reconciliation (an inter-faith coalition devoted to peace, justice and non-violence; http://www.forusa.org/default.html
Human Rights
- Basic Rights Oregon; http://www.basicrights.org/
- Amnesty International U.S.A.; http://www.amnestyusa.org/
- University of Minnesota Human Rights Library: http://www1.umn.edu/humanrts/

Course Assignments

Below is a list of assignments that link to the Student Learning Outcomes (SLO). For example, “SLO1” may be listed. Please refer to the back page of the syllabus for all Educational Outcomes, including a list of SLOs.

I have designed the assignments based on previous collaboration with students and with the course objectives in mind. My goal is that each assignment is meaningful and an important part of the course. I hope that the assignments enhance your learning. If an assignment is not meeting this standard for you, please contact me right away. I will work with you so that each assignment meets a high standard and supports your learning. Outside of exceptional circumstances, in this class I will not accept late assignments. An assignment is late when it is not turned in to me at the beginning of class on the day it is due (or at another time listed in the syllabus or negotiated between us).

Attendance & Participation (SLO 1)
Attendance, including arriving on-time to every class, is essential to successful mastery of course material. Attendance at every class is strongly encouraged. The course is advanced and designed to be student and discovery-oriented. Given this, I encourage you to have a very active role in the course. This includes sharing your thoughts, raising important questions, supporting other students’ learning, actively engaging the readings, and arriving at each class session prepared to discuss and engage the material. If you miss class for any reason, please meet with me during my office hours within one week of your absence. If you cannot meet during that time, please contact me and we will schedule an individual time.

A Note About Arriving On Time: We will begin right at 9:00 each class period. Please be ready to begin at that time. It is important to me that our work together is focused and very active. Beginning on time and using our time well is one important part of creating that environment. Each of us has an important role toward that end. If you miss class for any reason, please meet with me during my office hours within one week of your absence (or contact me to schedule a meeting). Please also notify me of your absence in advance whenever possible by phone or e-mail.

Reading
The readings, including the internet assignments, have been carefully selected to contribute substantive material to the course. That is, the readings are not supplemental to the course, they are central. I have included readings that I believe will be instrumental in helping you to develop key competencies in working with complex issues. The readings are a mixture of journal articles, current websites, chapters, professional magazines and a very highly regarded book (Herman, 1997). To understand the material and the core concepts of working with violence and trauma it is very important to read the materials as designed in the schedule. This will contribute to your own learning and significantly enhance the learning of all participants. Therefore, prior to each class, significant preparation is necessary.

For each reading assignment, come prepared to class with (1) important questions the reading raised for you; (2) the most important pieces of information as you see it; and (3) areas of agreement and disagreement with the author(s). Preparing in this way will help to focus our discussion and highlight central features of the readings. For example, after reading a 30-page chapter, what were the 3 most important points for you, the 2 most important questions it raised, and how do you agree/disagree with the central ideas? Think also about how a given reading is related to other readings, ideas and experiences you’ve encountered. Please bring a hard coy of assigned readings to class.

Quiz (SLO2, SLO4)
In class (10/31). The quiz will center mostly on Trauma and Recovery (Herman). We will do a quiz study review on 10/24.
Summary Paper (SLO1, SLO4, SLO5)
This 8-10 page paper is designed to encourage you to succinctly summarize key aspects of course material. Prepare the paper in an outline and CliffsNotes format. We will discuss this as we move through the term. Include the following sections:

- Conceptual overview of abuse/violence and trauma
- Core assumptions of trauma healing
- Key practice strategies

Reflections (SLO3, SLO5)
This assignment is intended to give you an opportunity to reflect on course content, readings, and in-class material and discussion. On an ongoing basis, write about your personal response to course material. For instance, describe how you’re reacting to the material. What touches you? How does it touch you? What does this suggest about your assumptions about violence? About individuals who choose to behave violently, about survivors and about society? How do these ideas influence you? How do you deal with them? What are the implications for your work as a therapist/counselor/social services professional? (No need to respond to all of these questions; they’re meant to illustrate what you might consider). Muse; be introspective.

I would like to be familiar with how you’re responding to the material. Therefore, turn your reflections in on two occasions (defined in the course schedule). If some of your material is particularly personal and you prefer that it remain private, omit those comments/materials. You will not be evaluated on the content of your comments. I will not evaluate grammar, A.P.A. format, etc. You will be evaluated based solely on (1) whether or not the assignment is received on time, and (2) the degree of thoughtfulness reflected in your comments/materials. I will review your work before I return it, but for this assignment I generally will not comment on your comments/material. I will not, at any time, comment publicly or in class about your work on this assignment unless you have given me permission to do so in advance.

Course Evaluation

<table>
<thead>
<tr>
<th>Area of Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Reflections</td>
<td>10 x 2</td>
</tr>
<tr>
<td>Summary Paper</td>
<td>30</td>
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</tbody>
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Note: Outside of exceptional circumstances or pre-arrangement, I will not accept late assignments for this course. An assignment is late when it is not turned in at the predetermined due date/time.

Course Grading (%)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-68</td>
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<tr>
<td>D-</td>
<td>60-63</td>
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</tbody>
</table>

As described in the CFT Student Handbook, a course grade of C+ or lower is not accepted for graduate credit, even though it may be computed in the G.P.A.

Note: If this class is taken P/NP, 70% or higher is required to pass the class.

Course Schedule

<table>
<thead>
<tr>
<th>DATE/CLASS</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGN. DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/3</td>
<td>Introduction; Definitions; incidence &amp; prevalence rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Instructor(s)</td>
<td>Notes</td>
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<tr>
<td>10/10</td>
<td>Understanding interpersonal violence, abuse &amp; trauma</td>
<td>Herman (ch’s 1, 2, 3); Blackboard</td>
<td></td>
</tr>
<tr>
<td>10/17</td>
<td>Guest Presenter: Elaine Walters, Director, Trauma Healing Project</td>
<td>Herman (ch.’s 4, 6); Blackboard</td>
<td></td>
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<tr>
<td>10/24</td>
<td>Understanding interpersonal violence, abuse &amp; trauma</td>
<td>Herman (ch’s 7, 8); Blackboard</td>
<td>Reflection #1</td>
</tr>
<tr>
<td>10/31</td>
<td>Interpersonal violence, abuse &amp; trauma assessment</td>
<td>Herman (ch’s 9-11); Blackboard</td>
<td>Quiz</td>
</tr>
<tr>
<td>11/7</td>
<td>Healing practice TF-CBT</td>
<td>TF-CBT on-line course, see: <a href="http://tfcbt.musc.edu/">http://tfcbt.musc.edu/</a></td>
<td>Blackboard</td>
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<tr>
<td>11/14</td>
<td>Healing practice TF-CBT</td>
<td>Blackboard</td>
<td></td>
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<tr>
<td>11/21</td>
<td>Healing practice Yoga, Movement &amp; Trauma Healing</td>
<td>Blackboard</td>
<td>Reflection #2</td>
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<tr>
<td>11/28 – NO CLASS</td>
<td>No Class – Thanksgiving Holiday</td>
<td></td>
<td></td>
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<tr>
<td>12/5</td>
<td>Public health, primary prevention</td>
<td>Blackboard</td>
<td></td>
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<tr>
<td>Finals Week (12/8-12/12)</td>
<td>No Class – Finals Week</td>
<td>No Class – Finals Week</td>
<td>Summary Paper (due 12/12 at noon)</td>
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University of Oregon CFT Educational Outcomes

Student Learning Outcomes: As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills:

SLO1. Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

SLO2. Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

SLO3. Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

SLO4. Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

SLO5. Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

Faculty Outcomes: Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

FO1. CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

FO2. CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

FO3. CFT faculty will foster a rich learning environment that demonstrates inclusion, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

Program Outcomes: The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:

PO1. Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

PO2. Students will demonstrate critical analysis of culturally-competent, systemic practice.

PO3. Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.