



**Chaminade University of Honolulu**  
**Masters of Science in Counseling Psychology**  
**PSY759 Family Therapy: Violence, Trauma, and Healing**

**Instructor:** Blendine P. Hawkins, Ph.D., LMFT  
**Contact Number:** 808-739-7495  
**Email:** blendine.hawkins@chaminade.edu  
**Office:** Behavioral Sciences 118  
**Office Hours:** By appointment- email me to set up a time to meet.

**Class Room:** BS102  
**Day:** Monday  
**Time:** 5:30pm- 9:20pm

**Textbook:**

***Required Text:***

Lawson, D. M. (2015). *Family violence: Explanations and evidence-based clinical practice*. John Wiley & Sons.

***Recommended Text:***

Van der Kolk, B. A. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Books.

Herman, J. L. (2015). *Trauma and recovery: The aftermath of violence--from domestic abuse to political terror*. Hachette UK.

*It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.*

**Catalog Course Description**

This course is an in-depth examination of the problem of family abuse designed to facilitate an understanding of the complexities of family abuse patterns, their causes, and effects. Special attention is given to the roles sex and violence play in destructive family behavior. Coursework also combines readings, simulations, and videotaped role-plays to develop student understanding of and practice with systemic intervention strategies employed in cases involving family abuse. *Prerequisite: PSY 756*

**MSCP Core Program Learning Outcomes (PLOs)**

1. Students will identify core counseling theories, principles, concepts, techniques and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will identify the relationship between adaptation and change and the counseling process.

**Marriage and Family Therapy Emphasis Learning Outcomes (MFT ELOs)**

1. Students will identify counseling theories, principles, concepts, techniques, and facts in marriage and family counseling.
2. Students will demonstrate the ability to facilitate the counseling process with clients in a marriage and family setting.
3. Students will identify the relationship between adaptation and change, and the counseling process in a marriage and family setting.

**Course Learning Outcomes**

Upon completion of this course, students will be able to:

1. Use theoretical and practical skills to clinically assess and treat, including using appropriate research, to intervene in and prevent violence in couple relationships and families. (PLO 2, PLO3)
2. Assess relationship problems within the context of larger issues of race, class, and gender that inform and influence family violence. (PLO 2, PLO 3)

3. Describe the symptoms, behavioral patterns, relational dynamics, and underlying psychological and biological changes associated with child, adult and family psychopathology that are associated with trauma. (PLO 1, PLO 2)
4. Discuss the ethical and professional issues related to working clinically with individuals and families presenting with trauma-related issues, including topics such as trauma-informed care, cultural competence, joining and relationship building, mandated reporting, boundaries and empathy, and therapist countertransference and self-care. (PLO 1, PLO 3)
5. Conceptualize clinical cases using the relevant theories and clinical frameworks, including history, etiology, and symptomology concerning trauma-related impacts across the lifespan from an systemic-ecological, biopsychosocial-spiritual perspective. (PLO 1, PLO 2)

**ACA 2014 Code of Ethics**

Section C: Professional Responsibility

Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

**C.2.g: Impairment**

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

**Writing Policy**

All papers should be written in APA format unless stated otherwise. APA format includes 1-inch margins, double-spaced, 12-point serif font, in-text citations, and a reference page.

**Class-over-Zoom Expectation (if any of the classes will be held over Zoom)**

While in class over zoom you should be muted to minimize background noise unless you are speaking, asking or answering question, I do however, expect your video turned on at different times during the class such as during discussions (before or after the lecture), role-plays, presentations, and when you are engaging with peers and the instructor.

**Assessment**

Course Learning Outcomes (CLO)	Assessment & Description	Contribution (%) to Final Grade
CLO 1: Use theoretical and practical skills to clinically assess and treat, including using appropriate research, to intervene in and prevent violence in couple relationships and families. (PLO 2, PLO 3)	<p><b><i>Identification of an research-informed trauma-related MFT instrument</i></b>            You will identify an MFT measurement instrument (assessment questionnaire) that is related to trauma, sexual/physical violence, or abuse. You will present this in class. Your presentation should contain the following information:</p> <ul style="list-style-type: none"> <li>• Introduction and description of the measure (psychometric properties, evidence of efficacy, etc.)</li> <li>• A copy of the measure submitted on Canvas and shared with classmates</li> <li>• Description of how it is used with a client system (how administered, scoring &amp; cutoff scores, to whom/modality, when in therapy, etc.)</li> <li>• Description of how it is used systemically (how is the family/relationship helped with this measure)</li> <li>• Presentation no less than 10 minutes</li> </ul>	15%

<p>CLO2: Assess relationship problems within the context of larger issues of race, class, and gender that inform and influence family violence. (PLO 2, PLO 3)</p>	<p><b>Reflection papers</b>  This is an opportunity to reflect on course content, readings, and in-class material and discussion with a specific focus on diversity considerations. Write about your personal response to course material. For instance: <i>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? What does this suggest about your beliefs about individuals who choose to behave violently, and about survivors and about society? What diversity implications have come from the readings? How do these ideas influence you? How do you deal with your biases? What are the implications for your work as a therapist?</i> (No need to respond to all of these questions; they're meant to illustrate what you might consider). Be reflective &amp; introspective.  Turn your reflections in on two occasions (defined in the course schedule). 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, but for this assignment I generally will not comment on your reflections/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. Reflection papers should be between 1-2 pages.</p>	<p>10%</p>
<p>CLO3: Describe the symptoms, behavioral patterns, relational dynamics, and underlying psychological and biological changes associated with child, adult and family psychopathology that are associated with trauma. (PLO 1, PLO 2)</p>	<p><b>Read &amp; Report</b>  Four times during this term, you will sign up for a sub-reading. Your task is to read, take notes, and summarize your chosen topic readings for your colleagues within your group. Your verbal presentation of the reading should be no less than 8 minutes.</p>	<p>20%</p>
<p>CLO4: Discuss the ethical and professional issues related to working clinically with individuals and families presenting with trauma-related issues, including topics such as trauma-informed care, cultural competence, joining and relationship building, mandated reporting, boundaries and empathy, and therapist countertransference and self-care. (PLO 1, PLO 3)</p>	<p><b>Personal Trauma-informed &amp; Evidence-based Clinical Statement</b>  You will construct a personal statement about how you as a therapist conceptualize trauma and the treatment of trauma. Think of this as a clear synthesis of 1) your values as a therapist desiring to provide the best care to survivors and survivor families, 2) a MFT/systems and ecological perspective on the impact of trauma, 3) trauma-informed care recommendations including ethical and diversity considerations, and 4) research-informed and evidence-based recommendations. This paper should be no more than 2-3 pages.</p>	<p>10%</p>
<p>CLO5: Conceptualize clinical cases using the relevant theories and clinical frameworks, including history, etiology, and symptomology concerning trauma-related impacts across the lifespan from</p>	<p><b>Participation &amp; Engagement in Class Discussions &amp; Activities</b>  This will involve active engagement in class, participation in group discussions and activities, and not being distracted or preoccupied. You will also need to participate as a therapist and client in role-plays. Additionally, there will be an MFT Panel on week 4 of the class and students are required to bring 3 questions to ask the panel about trauma work as an MFT.</p>	<p>5%</p>

<p>a systemic-ecological, biopsychosocial-spiritual perspective. (PLO 1, PLO 2)</p>	<p><b>Final Paper, Project &amp; Presentation</b>  This project involves 3 parts:</p> <ol style="list-style-type: none"> <li>1. Research paper</li> <li>2. Product/deliverable</li> <li>3. Presentation</li> </ol> <p>This assignment is an opportunity for you to work individually or in a group (of 2 or 3) and to create a project that will serve a specific target population or audience related to an interest or area of focus concerning a specific aspect of family violence, IPV, or child abuse in our community (i.e. something that you believe will make a difference and contribute in some way). As MFTs/counselors, we are often called to be leaders and provide information/ psychoeducation about family-related topics to different groups and within different systems.</p> <p><b>Research Paper</b>  You will identify an area related to this course to focus on. The project should be written with specific ‘stakeholders’ in mind, a target audience, who may make use of the information you compile (i.e. parents, campus community, teachers, divorce lawyers, etc.). The paper is meant to be a comprehensive research paper and should be empirically based, with a in-depth synthesis of literature and research. The paper should not be less than 10 pages, and should not have less than 10 academic, peer-reviewed sources. Instructions on the format of the paper will be provided in class.</p> <p><b>Product/Deliverable</b>  Examples are:</p> <ul style="list-style-type: none"> <li>• Creating a relationship violence assessment manual for therapists</li> <li>• Designing a group manual for those who survive or perpetrate domestic violence</li> <li>• Designing a training program specific to a particular service provider group (i.e. law enforcement, teachers, clergy, etc.)</li> <li>• Designing a psycho-educational handout or assessment or intervention for a specific population (i.e. children, adolescents, specific cultural group, group within the LGBTQIA community, etc.)</li> <li>• Research proposal/protocol studying a specific family violence topic within a population (This will serve as the paper)</li> <li>• Creating a PSA video with psychoeducation information for a specific group</li> </ul> <p><b>Presentation</b>  You will present this product as a group to your colleagues in class, and your presentation will be graded on your group’s level of preparation, thoroughness, organization, delivery, and creativity. The Final product will be different for each group but must include:</p> <ol style="list-style-type: none"> <li>1. A discussion of the topic, definition/description, data and prevalence, impact statement, and target audience, usefulness</li> <li>2. Synthesis of findings in a coherent form geared towards your target audience</li> <li>3. Your group presentation should be no less than 15 minutes</li> </ol> <p>Please inform the instructor and get approval for your topic, group members, and plan for the project by week 6</p>	<p>40%</p>
---	---	------------

**Grading**

Participation & Class Discussions & Activities	15	270-300 (90%↑)	=	A
Read & Report	60	240-269 (80%↑)	=	B
Trauma-related MFT instrument/MFT intervention	45	Below 240(↓80%)	=	C
Reflection papers	30	<b>C: You must repeat the course</b>		
Personal Trauma-informed Statement	30			
<u>Final Paper, Project &amp; Presentation</u>	<u>120</u>			
<b>Total Points</b>	<b>300</b>			

**Instructor’s policies**

Assignments:

- One written assignment throughout the term may be revised or edited for a higher grade but will have to be submitted by the end of week 9.
- Late submissions will not be accepted without 24 hours prior notification and will only be accepted within 7 days of the due date (except past the last week of class) and a **5 percent late deduction per day will be incurred for each day it is late.**
- No papers will be accepted after the last week of class.
- Papers that do not meet my minimum length requirement will be docked points.
- Written assignments will need to be constructed using APA formatting (unless specified otherwise, e.g. Reflection papers, personal statement, etc.)

All assignments need to be submitted online on Canvas by the due date (before 11:59pm on the day it is due) unless specified as an in-class submission. Late assignments will be accepted up to 7 days after the due date with a 5% late deduction FOR EACH DAY IT IS LATE. In cases of emergent or unanticipated events, I will give an extension only if a) the request is received 24 hours prior to the due date and b) you provide documentation. THERE WILL BE NO EXTENTIONS FOR THE FINAL PAPER.

**Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. Therefore, a traditional three credit hour undergraduate course would require 135 hours of engagement. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

***Specific Credit Situations***

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

**How This Course Meets the Credit Hour Policy**

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend the following number of hours per class activity:

<i>Educational activity</i>	<i>Expected hours of Student Engagement:</i>	<i>Details (if any):</i>
Course attendance	40	Class meetings weekly (240 mins each x 10)
Assigned readings	40	
Key papers, projects	35	Clinical statement, Reflection papers, Final paper & Project
Out of class collaboration	10	Final project collaboration
Preparing for presentations	10	
Total hours:	135	

**Attendance**

Since a part of the class will include practical applications of your knowledge about family abuse, which will require you to work in groups and dyads, you are responsible to inform me prior to the start of class should an emergency prevent you from attending.

Please note that regardless of reason, more than one (1) missed class will result in a failing grade.

If you miss more than one class, you will be given a “C” and you must retake the class. (Graduate programs policy) In addition, instructors have the option to penalize for tardiness or leaving early.

Media/Computer use: Due to the adjusted structure of the class and safety precautions, students will need to bring laptops or tablets to class for note-taking, class discussion activities, online activities and readings that will require the use of a laptop or tablet. These will be used in lieu of close, direct group discussions. Please immediately notify me of you have no access to a laptop or will not be able to bring a device to class.

**Readings**

The readings have been intentionally 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. 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 be able to access the readings when you are in class.

**Group Topic Readings:** For 4 weeks of the term you will be asked to sign-up for sub-topics for which there will be assigned readings. Your responsibility will be to read the readings and to summarize the important learnings from these readings in small groups in class. For journal articles, summarize the research focus, design, and findings along with clinical implications. For books chapters and other readings, summarize the clinical topics, the population that is focused on, the clinical recommendations and implications. The readings are posted on Canvas.

### **Self-Care & Self-Disclosure**

**Self-Care:** Please refer to and add to the list of self-care and resources on the Canvas classroom site. Throughout the term there will be opportunities to mindfully and intentionally utilize and enhance your skills in self-care.

**In-class 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 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 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

### **Academic Conduct Policy**

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

*\*Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms that cannot be used for course assignments except as explicitly authorized by the instructor. Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation. Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.*

### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Scientific Method Definitions**

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling  
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations  
Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

**Marianist Educational Values**

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. **Educate for Formation in Faith**  
 Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.
2. **Provide an Excellent Education**  
 In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.
3. **Educate in Family Spirit**  
 Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.
4. **Educate for Service, Justice, and Peace**  
 The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.
5. **Educate for Adaptation to Change**  
 In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

**Tentative Course Schedule**

Week/ Date	Topic	In-Class Activity	Readings	Assessments Due
---------------	-------	-------------------	----------	-----------------



W1 4/8/24	<ul style="list-style-type: none"> <li>● Introductions, Syllabus review</li> <li>● Prep, Self-care, Biases and Tendencies</li> <li>● Theoretical perspectives of violence in Families</li> </ul>	<p>Class Community Agreement Discussion</p> <p>Early Self-Assessment</p> <p>Violence &amp; Abuse-Definitions</p>	Lawson Ch. 1	
W2 4/15/24	<ul style="list-style-type: none"> <li>● History of 'Trauma'</li> <li>● Understanding interpersonal violence, abuse &amp; trauma</li> <li>● Trauma &amp; the Brain</li> <li>● DV</li> </ul>	<p>Class Discussion of Readings</p> <p>Role-plays</p>	<p>Lawson Ch. 2</p> <p>Herman Ch 2, 3</p> <p>Van der Kolk Ch 4</p> <p>Kira (2001)</p>	
W3 4/22/24	<ul style="list-style-type: none"> <li>● Child neglect &amp; maltreatment</li> <li>● ACES</li> <li>● Intergenerational transmission, family patterns, family secrets</li> </ul>	<p>Class Discussion of Readings</p> <p>Role-plays</p>	<p>Lawson Ch. 11-12</p> <p>Narayan, et. al., (2017)</p> <p>Holdem (2017)</p> <p>OPT: Abrams (1999) Putnam (2003)</p> <p>Brown, et al. (2013)</p>	<b>Reflections due 4/28</b>
W4 4/29/24	<p><b>MFT Panel</b></p> <ul style="list-style-type: none"> <li>● Child physical and sexual abuse</li> <li>● Assessment and treatment</li> <li>● Reporting</li> <li>● Adult survivors of CSA</li> </ul> <p>CLASS WILL BE HELD AT HENRY 203</p>	<p>Group Readings</p> <p>Role-plays</p>	<p>Lawson Ch 12</p> <p>Sub-topic Readings on Canvas</p> <ol style="list-style-type: none"> <li>1. Acting-out &amp; sexually abusive children-distinguishing play from abuse*</li> <li>2. Filial Therapy with CSA</li> <li>3. Play therapy with sexually abused children</li> <li>4. Sibling aggression*</li> <li>5. Suicidal &amp; Self-destructive parts</li> <li>6. Male CSA survivors</li> <li>7. Youth perpetrated CSA</li> </ol>	<p><b>Submit 3 questions for MFT Panel</b></p> <p><b>Read &amp; Report (IN-CLASS)</b></p>

<p>W5 5/6/24</p>	<ul style="list-style-type: none"> <li>● IPV &amp; DV</li> <li>● Assessment, Typologies</li> <li>● Psychological terrorism</li> <li>● Gender</li> </ul>	<p>MFT instrument presentation</p> <p>Class Discussion of Readings</p> <p>Sign-up for Sub-topics &amp; assigned readings</p>	<p>Lawson Ch. 4-5</p> <p>Silverstein &amp; Goodrich Ch 24*</p> <p>Johnson Ch 2</p> <p>Barnett, et. al., Ch. 8-9</p> <p>Greene &amp; Bogo (2002)</p> <p>OPT: Minaker &amp; Snider (2006) York (2011)</p>	<p><b>Reflection 2 due 5/12</b></p> <p><b>MFT instrument/ MFT intervention Presentation &amp; copies/uploads DUE 5/6</b></p>
<p>W6 5/13/24</p>	<ul style="list-style-type: none"> <li>● Start Final Project with Group</li> <li>● IPV &amp; DV- Treatment and Intervention</li> <li>● Gender dynamics- IPV in sexual minority relationships &amp; heterosexual relationships</li> <li>● Trauma-Informed Therapy</li> <li>● Polyvagal Theory</li> </ul>	<p>Class Discussion of Readings</p> <p>Role-plays</p>	<p>Lawson Ch. 7, 10</p> <p>Stith, et. al. (2012)</p> <p>Randall &amp; Graham (2011)</p> <p>Longobardi &amp; Badenes-Ribera (2017)</p> <p>Porges &amp; Dana (2018)</p> <p>Shapiro, Ch. 8</p> <p>Black, et.al., (2012)</p>	<p><b>Get approval for group project topic in class</b></p>
<p>W7 5/20/24</p>	<ul style="list-style-type: none"> <li>● Elder abuse, neglect and exploitation</li> <li>● Abuse of disabled and marginalized populations</li> <li>● Combat Trauma</li> <li>● Oppression, Societal Structure- Racial Trauma</li> <li>● Cultural Safety</li> <li>●</li> </ul>	<p>Group Readings</p> <p>Role-plays</p>	<p>Lawson Ch. 13</p> <p>Bryant (2019)</p> <p>Sub-topic Readings on Canvas</p> <ol style="list-style-type: none"> <li>1. Elder abuse</li> <li>2. Abuse in Disabled populations- Survivor stories</li> <li>3. Abuse in Disabled populations- Who abuses and why</li> <li>4. Women veterans- hazards of service</li> <li>5. Generational trauma, holocaust survivors</li> <li>6. Racial trauma*</li> <li>7. Oppression of Hawaiian people and cultural resiliency</li> <li>8. Human trafficking- US, Russia &amp; Brazil</li> <li>9. FGM</li> <li>10. Dowry violence, Honor rape</li> <li>11. Child &amp; Forced marriage</li> </ol>	<p><b>Read &amp; Report (IN-CLASS)</b></p> <p><b>Personal Trauma-informed &amp; Evidence-based Clinical Statement DUE 5/24</b></p>

<p>W8 5/27/24</p>	<ul style="list-style-type: none"> <li>● International Family Violence <ul style="list-style-type: none"> <li>○ Holocaust Survivors</li> <li>○ Human Trafficking</li> <li>○ FGM <ul style="list-style-type: none"> <li>● Honor Rape, Dowry Violence</li> </ul> </li> </ul> </li> </ul>	<p>WORK IN GROUPS</p>	<p>Herman Ch. 9-11 Van der Kolk Ch 13</p>	
<p>W9 6/3/24</p>	<ul style="list-style-type: none"> <li>● Compassion Fatigue &amp; Self-Care</li> <li>● Restorative Justice</li> <li>● Therapist as advocate</li> <li>● Trauma-related diagnoses</li> <li>● Public health, primary prevention</li> <li>● Community action</li> <li>● VAWA Violence Against Women Act</li> <li>● CAPTA Child Abuse Prevention &amp; Treatment Act</li> <li>● Therapist as advocate</li> <li>● Trauma healing &amp; Resilience</li> <li>● Family Resilience</li> <li>● Post-traumatic Growth</li> <li>● Including Families in Trauma Treatment</li> </ul>	<p>Group Readings  Group work- Final Project</p>	<p>Turgoose &amp; Maddox (2017)  Newell &amp; MacNeil (2010)  Sub-topic Readings on Canvas 1. Treatment considerations- Sexual Offending 2. Secondary trauma- work with traumatized children 3. Restorative Justice 4. VAWA &amp; legal/government action CAPTA &amp; State policy, Child Welfare 5. Anti-Oppression Advocacy in therapy 6. Mindfulness practices 7. Resilience in vulnerable, multistressed families 8. Restoration of community, violence in teens 9. Integrating parents in Trauma Treatment 10. EFT/couples therapy with Trauma Survivors* 11. Post-traumatic Growth</p>	<p><b>Read &amp; Report (IN-CLASS)</b>  <b>Final Project Paper &amp; Deliverables DUE FRIDAY 6/7</b></p>
<p>W10 6/10/24</p>	<ul style="list-style-type: none"> <li>● Final Project presentations</li> </ul>	<p><b>Final Project Presentations in class (all group members MUST be present and presenting).</b></p>		

\*Additional readings will be provided by the instructor and posted on Canvas.

\*\*Syllabus is subject to change by instructor according to class needs.