

**OPAC Policy and Procedures**  
**CAFA's BIP Program and Curriculum (Consistent with Current OAR's)**

**1. Screening and Intake Policy for Batterer Intervention Programs at CAFA**

CAFA is a behavioral health provider agency that complies with Oregon administrative rules, policies, and procedures. Programs are facilitated by licensed mental health counselors, qualified mental health professionals, social workers, or marriage and family therapists who are also bound by governing boards and licensing bodies. Group facilitators are trained specialists in the field of domestic violence intervention beyond studies in graduate programs. Mental health professionals facilitating BIP groups also have a period of professional training under group leaders for an appropriate period of time prior to facilitating groups. Continuing education is conducted on a weekly basis and training specific to domestic violence intervention on an annual basis.

As a behavioral health provider agency providing psychoeducational group therapy treatment for individuals referred to batterer intervention programs, all individuals are evaluated consistent with OAR standards (309-019-0135 Item 3) and ACA Code of Ethics (A.9.a). A biopsychosocial evaluation screens for any diagnostic criteria that would justify ongoing treatment services and group appropriateness. As “domestic violence” in and of itself is not a DSM 5 diagnosis, and crimes committed are not excused by mental health diagnoses, the screening and evaluation process is to determine present, ongoing mental health concerns that must be addressed in order to provide appropriate treatment services and adequately improve functioning in order to prevent further offenses.

**2. CAFA's Philosophy of Change Based on Relevant Scholarly, Peer-Reviewed, Research**

CAFA has developed a curriculum that meets the OAR minimum standards for BIP programs and is based on the best practices represented in the body of research across multidisciplinary fields encompassing of batterer intervention, learning theory, human motivation, neuroplasticity and interpersonal neurobiology, social learning theory, cognitive behavioral psychology, cultural competency, and trauma-informed care. The synthesis of these models is best described through the lens of increasing emotional intelligence through research-based methods for the purposes of ending harming behaviors and replacing them with healthy, socially acceptable, and sustainable methods of living one's life in the context of others. The following are core principles within CAFA's philosophy of change that guide the instruction of individual through the process of change.

**3. Core Aspirations for Change (based on scholarly review of research in the field of change):**

**Realistic, Evidence-Based, Reliable, and Long-Term Change**

- Increasing the domains of emotional intelligence including self-awareness, other-awareness, self-management, and relationship management is the key to true, lasting behavioral change. “As much as 80% of adult “success” comes from EQ.” — Daniel Goleman

- Creating a trusting and nurturing, safe, and healthy environment for change with a lateral, positive leadership structure. (Sandra Bloom, Sanctuary Model)
- Change is most likely to occur if those in authority believe others can actually change. (Prochaska, Norcross, Diclemente, Phases of Change/ Motivational Interviewing)
- Change is a cyclical process with understandable phases of change. People who understand the phases of change, what step they are in, and recognize the cyclical nature of change are more likely to experience lasting change. (Prochaska, Norcross, Diclemente, Phases of Change/ Motivational Interviewing)
- People are doing the best they can and can always learn new and better ways to live. (Ross Greene, Collaborative Problem Solving; Marsha Linehan, DBT)
- People are more likely to learn new skills when they are in an integrated and regulated brain state. Understanding the states of brain regulation and brain functioning aids in emotional regulation (Dr. Dan Siegel, Interpersonal Neurobiology; Dr. Becky Bailey, Conscious Discipline; Stephen Porges, Polyvagal Theory).
- A person's relationship history, personal circumstances, family history, and life experiences have a strong correlation to personal skills for living or lack thereof. (Bowlby, Ainsworth, Siegel, Purvis, Attachment Theory)
- Understanding a person's trauma history and its impacts on personal functioning is crucial to creating health and lasting change. (ACES Study/ van der Kolk, Bruce Perry)
- Culturally competent instruction and accommodation to various aspects of diversity will improve the engagement, retention, and activation of program materials. Cultural biases, stereotypes, and tendencies towards marginalization, misunderstanding, and mistreatment of certain people groups will be considered to engage successfully with those in the process of change. (Sue, D. W., Carter, R. T., Casas, J. M., Fouad, N. A., & Ivey, A. E. (1998). *Multicultural Counseling Competencies* (pp. 15-21). Thousand Oaks, CA: Sage.).

- Engaging through experiential, playful, and multisensory methods that engage a variety of learning styles positively impacts engagement, retention, and outcomes. (Karen Purvis, TBRI; Howard Gardner, Learning Styles; Prochaska, Norcross, Diclemente, Phases of Change/ Motivational Interviewing)

**4. States of Change Model Adopted by CAFA’s BIP Program**

CAFA’s BIP program adheres to the “Stages of Change” model originally developed and researched by Prochaska, Norcross, and Diclemente as a means of assessing and measuring change within individuals. It is widely held as the most comprehensive, practical, and effective model available and has been associated with the best outcomes for long-term lasting change in individuals. The model used for measuring BIP engagement and success is as follows:

| Stage            | Common Label                                                                   | Description                                                                                                                                                                                                                                                                                                                                        | Assessment Criteria:<br>(What we See)                                                                                                                                                                                                                                                                                                                                       |
|------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Precontemplation | Unaware<br>(Blindspots)<br><br>(not on my radar)<br><br>(why is this an issue) | <b>I don’t need this</b> <ul style="list-style-type: none"> <li>• Not thinking about it yet</li> <li>• “I don’t see the problem”</li> <li>• “you might think it’s a problem, I don’t”</li> <li>• “This is my business”</li> <li>• “I’m only here so they will stop nagging me”</li> <li>• “I’m only here to satisfy their requirements”</li> </ul> | <ul style="list-style-type: none"> <li>• Active resistance</li> <li>• Engagement in damaging behaviors</li> <li>• Denial</li> <li>• Blame</li> <li>• Minimization</li> <li>• Does not consider impacts of behaviors on others or self</li> <li>• Justification of damaging behaviors</li> <li>• Defensiveness</li> <li>• Making excuses</li> <li>• Fixed mindset</li> </ul> |
| Contemplation    | Early Awareness<br><br>(Thinking about it)                                     | <b>I might need this</b> <ul style="list-style-type: none"> <li>• “I might have a problem”</li> <li>• “I’d like for things to be different”</li> <li>• “I want to stop feeling so stuck”</li> <li>• “perhaps this does matter”</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>• Silence (resistance decreases)</li> <li>• Open to learn new things</li> <li>• Increased curiosity about the issue</li> <li>• Actively engage or question</li> <li>• Personal involvement</li> <li>• Increased hope or optimism</li> </ul>                                                                                          |

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|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             |                                                                                                                                                      | <ul style="list-style-type: none"> <li>• “Houston, we have a problem”</li> <li>• “What if I fail/ succeed”</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Reality check of work ahead (possible fear of change)</li> <li>• Eager to learn more</li> <li>• Beginning stages of motivation</li> <li>• Consider pros and cons</li> </ul>                                                                                                                                                                                                                  |
| Preparation | <p>Awareness with Planning</p> <p>(Finding the information) (pre-action) (The getting-ready stage)</p>                                               | <p><b>How can I do this</b></p> <ul style="list-style-type: none"> <li>• “What will I need to do this”</li> <li>• “What will this cost me”</li> <li>• “How can I do this”</li> <li>• “I think I can do this”</li> <li>• “What will this change mean for my life”</li> </ul> | <ul style="list-style-type: none"> <li>• Collecting information</li> <li>• Actively planning</li> <li>• Talking about change</li> <li>• Public or personal commitments</li> <li>• Change is becoming a priority</li> <li>• Awareness of problem is high, you can feel the anticipation</li> <li>• Increased motivation</li> <li>• Measuring pros and cons, cost, benefit</li> <li>• Conflicted, wrestling with uncertainty</li> </ul> |
| Action      | <p>Awareness With Action</p> <p>(New information leads to Improved Action)</p> <p>(taking first steps towards change)</p> <p>(Noticing benefits)</p> | <p><b>Let’s do this</b></p> <p>“I am working the plan”</p> <p>“I am taking the first step”</p> <p>“Awareness of failure means I am trying”</p> <p>“My plan of change is becoming part of my life”</p>                                                                       | <ul style="list-style-type: none"> <li>• Change in behavior</li> <li>• Change in ways they talk about the problem</li> <li>• Less problems in living</li> <li>• Noticeable progress</li> <li>• Learn from mistakes and make adjustments</li> <li>• Weaving change into life</li> <li>• Following through with commitment</li> <li>• Excuses start to fade and are replaced with action</li> </ul>                                     |
| Maintenance | <p>Awareness Informs Fine Tuning</p>                                                                                                                 | <p><b>Let’s keep doing this</b></p> <ul style="list-style-type: none"> <li>• “Real change takes ongoing work”</li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Involved with accountability</li> <li>• Open and curious</li> </ul>                                                                                                                                                                                                                                                                                                                          |

|             |                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | (Aware of success and mistakes)                                                                                                                            | <ul style="list-style-type: none"> <li>• “I am committed to change and will keep working to protect my progress”</li> <li>• “Sometimes it’s two steps forward one step back and I’ll keep trying’</li> <li>• “What’s most important is often what I do after what I have done.”</li> <li>• “Mistakes do not mean I have to start all over from the beginning.”</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding the risks of relapse without maintaining your changes</li> <li>• Aware that relapse is a normal part of change</li> <li>• Actively learns from mistakes</li> <li>• Increased success in life and relationships</li> <li>• People often learn more from mistakes than success.</li> <li>• Making repairs as a part of actively living out life changes</li> </ul> |
| Termination | <p>Awareness Becomes New Belief System</p> <p>Awareness shifts from problem to other areas of life.</p> <p>Active management of self and relationships</p> | <p><b>I did it</b></p> <p>“It used to have control of me, I now have control of it.”</p> <p>“It is difficult to believe that I was once that person.”</p> <p>“I believe I am a person who can make positive changes.”</p>                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Prolonged period of success without return to prior damaging behaviors.</li> <li>• Keeping success begins to look effortless</li> <li>• More balance in live</li> <li>• Improved quality of life</li> <li>• Empowering and encouraging others along in the process of change.</li> <li>• Improved self esteem</li> <li>• Growth mindset</li> </ul>                             |

**5. Elements of Change Model Utilized in CAFA’s BIP Program**

The following are components used within CAFA’s BIP curriculum consistent with the stages of change model as presented by Prochaska, Norcross, and Diclemente. These components have a high correlation with participants engagement, completion, and activation of psychoeducational materials taught in CAFA’s BIP curriculum.

|                       |                                                                                                                         |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------|
| Process               | Common Language                                                                                                         |
| Consciousness Raising | Providing information about yourself and the problem. Identify barriers, tools, skills, and knowledge needed for change |
| Social Liberation     | Providing safe places and options in order influence healthier living                                                   |
| Emotional Arousal     | Creating space and experiences to connect with emotions related to the problem.                                         |
| Self-Reevaluation     | Looking at how I think and feel about myself related to this problem and solutions to the problem.                      |
| Commitment            | Accepting responsibility and choosing (publicly or privately) to change                                                 |
| Countering            | Making different choices (substitute healthy for unhealthy)                                                             |
| Environmental Control | Avoiding the triggers in your environment that could lead to problem behaviors.                                         |
| Reward                | Positively reinforcing the positive choices that are made.                                                              |
| Helping Relationship  | Engaging with healthy, supportive, positive relationships during the process of change.                                 |

## 6. Curriculum Adherence to Oregon Administrative Rules

CAFA’s BIP program meets the minimum standards outlined within rule 137-087-0050 by providing challenges and confronting beliefs and behaviors that contribute to harmful, abusive, intimidating, and controlling interactions with others. It also complies with the rule’s mandate to do so “balanced by creating a safe and respectful environment for change.” CAFA’s Curriculum delivery and content meets all requirements outlined within the rule. CAFA’s curriculum and practices may also support the spirit of the rule with further current researched practices which may not be explicitly required within the rules yet uphold the desired intentions and outcomes of the rules.

## 7. Curriculum Content

The following outline contains the concepts delivered through CAFA’s BIP program:

| <b>OPAC Program Curriculum</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A comprehensive 36-week curriculum covering 7 domains of batterer intervention with 31 individual lessons. Each domain includes psychoeducational material designed for consciousness raising and preparation for self-reevaluation and practical, actionable countering techniques. The curriculum meets OAR standards, includes evidence-based-practices, and is in compliance with models designed for true, lasting, and effective changes.</b></p> <p><b><u>Section I: Understanding Domestic Violence</u></b></p> <p><b><u>Primary Consciousness Raising:</u></b> You don’t know what you don’t know</p> <p style="padding-left: 40px;">1 Defining Domestic Violence</p> <p><b><u>Self-Reevaluation:</u></b></p> |

2 Thinking Errors

Countering Technique

3 STOP Model

**Section II: Origins of Negative and Harmful Patterns and How to Repair Them**

Primary Consciousness Raising & Self-Reevaluation: Understanding yourself lends positive self-control

4 Attachment Styles: How past experiences shape thoughts and behaviors in relationships

5 ACES: How early adverse experiences impact risk factors

Self-Reevaluation

6 Karpman Drama Triangles

Countering Technique

7 Trauma and Repair

8 DBT- Skills for Distress Tolerance

**Section III: Brain State Model**

Primary Consciousness Raising: Understanding how your brain and body react to stress improves choices

9 Brain Functioning: The Brain-State Model

a. The wheel of addiction Becky Bailey

10 Learning Styles

Commitment/ Countering Technique

11 Mindfulness

12 Brain-Based Interventions – Conscious Discipline Model

**Section IV: Stages of Change**

Primary Consciousness Raising: Awareness of Stages Improves Ability to Produce Lasting Change

13 Stages of Change Model

Commitment/ Self-Reevaluation

14 Franklin Reality Model

### **Section V: Emotional Intelligence**

Primary Consciousness Raising: Improving awareness of self and others leads to improve management of self and relationships.

15 Perspective Taking

Self-Reevaluation

16 Love Languages

17 Enneagram Insight (Learning to- Quit Taking It Personally)

Countering Technique

18 Johari Window

19 John Gottman's 4 Horsemen Model for Effective Conflict Management

### **Section VI: Cultural Competency**

Primary Consciousness Raising: Examining one's own culture and exploring others' cultures to improve relational management.

20 Understanding the Other- Brain Research on Gender Differentiation

21 Guilt and Shame

22 Privilege- Earned and Unearned Benefit

23 Conflict Styles

Countering Technique/ Commitment:

24 Listening and Communication Style

25 Traditions and Relationship

### **Section VII: Accountability**

Primary Consciousness Raising: Living life from here forward: Putting learned information and improved emotional intelligence into action leads to future success

26 Accountability

27 Impacts of Domestic Violence on Others (children)

Countering Technique/ Commitment/ Self-Reevaluation:

28 Apology/ Forgiveness

29 Collaborative Problem Solving

30 Final Accountability Assessment and Evaluation (to be completed with group facilitator)





## **8. Accountability Policy:**

In adherence to OAR 137-087-0050 items 1 and 2, CAFA will require all participants to complete an accountability statement. The accountability statements will be completed as part of a collaborative process with OPAC group facilitators who will address every component of an accountability statement as recommended by OAR 137-087-0050, and will also assess and evaluate the participants attitudes and beliefs about their incident in ways consistent with reduction of harm and prevention of future incidents. Accountability assessments and evaluations will be individualized to the participant's situation and incident in ways that maximize proactive engagement with learned tools, new beliefs, and actionable steps for the future. The accountability assessment and evaluation process are intended to provide participants with a full measure of accountability for their actions by utilizing the highest levels of learning theory and fully synthesizing psychoeducation lessons to connect the individual with improved awareness and emotional intelligence that he or she will require to live successfully with or around others. Consistent with OAR 137-087-0050, the Accountability document will include

- 1) Knowledge and awareness of Laws around Domestic Violence
- 2) Personal Accountability for Incident
- 3) Plans for Future Success with New Tools and Strategies

## **9. Non-Discrimination and harassment:**

PERTAINS TO – (Select: All Full-time Employees, Part-time Employees, Contractors, Volunteers, Interns, Clients, Vendors)

CAFA supports individuals' rights to equal treatment. Our policies recognize federal and state laws prohibiting discrimination by offering everyone fair and equal opportunity through the hiring, placement, promotion, and compensation processes and any other aspect, without regard to race, color, gender, creed, age, sexual orientation, national origin, religion, marital status, mental or physical disability (including HIV positive clients), veteran status, and political beliefs.

In-service trainings are provided to staff and service providers to ensure sensitivity to the unique requirement of special needs clients or those with disabilities. CAFA asks that staff and service providers ask for assistance from the Facility in order to honor diversity and meet the needs of minority populations, hearing and sight impaired clients and clients in need of interpreters or translators during counseling or professional service delivery.

CAFA recognizes and is committed to providing a work and treatment environment that is free of harassment for each staff member and client. CAFA supports Federal and State Civil Rights statutes and will not tolerate discriminatory actions toward the protected classes, including those based on race, color, gender, creed, age, sexual orientation, national origin, religion, marital status, mental or physical disability (including HIV positive clients), veteran status, and political beliefs.



Harassment and intimidation can impede an individual's ability to participate fully in the treatment process and work environment. Acts of discrimination, harassment, and insensitivity hurt and degrade all members of the CAFA community whether victim, perpetrator or observer. Every member of the CAFA community is responsible for creating and maintaining a climate free of discriminatory harassment.

#### Sexual Harassment

PERTAINS TO – (Select: All Full-time Employees, Part-time Employees,  
Contractors, Volunteers, Interns, Clients, Vendors)

CAFA is committed to maintaining a positive environment and does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to treatment or employment. In pursuit of these goals, CAFA will not tolerate acts of sexual harassment or related retaliation against or by any employee, client, vendor, or other third parties with whom CAFA has business dealings. It is intended that individuals who violate this policy be disciplined or subjected to corrective action, up to and including termination of services or employment.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute harassment when:

1. Submission to that conduct is made either explicitly or implicitly a term or condition of an individual's employment or treatment
2. Submission to or rejection of such conduct by an individual is used as the basis for treatment or employment decisions affecting that individual; or
3. The conduct has the purpose or effect of substantially interfering with an individual's treatment or work performance or creating an intimidating, hostile, or offensive employment, education, or living environment.

Examples of sexual harassment may include, but are not limited to:

1. Unwelcome sexual propositions
2. Unwelcome comments or sexually graphic comments about a person's body
3. Unwelcome touching, patting, pinching, or leering
4. Persistent, offensive, and unwelcome sexual jokes and comments
5. Unwelcome displays of sexually graphic pictures

Sexual harassment is illegal under both state and federal law. It is also unlawful to retaliate against another person for filing a complaint or making a report of sexual harassment or for cooperating in an investigation of sexual harassment. In some cases, sexual harassment may be subject to prosecution under criminal law.



We will promptly investigate sex harassment complaints or reports and take corrective action as warranted. Also, anyone engaging in this harassment is subject to disciplinary action up to and including discharge.

#### **10. Fees**

The cash rate for services is \$160 for the initial assessment and \$55 for each group.

Clients do not have to pay for services at the time they are rendered. CAFA will carry a balance for clients so they can have continuity of care. CAFA will also utilize payment plans to help clients fulfill their financial portion of their contract with the BIP. If clients complete their groups prior to paying their balance, they will receive a conditional completion until the balance is paid.

CAFA can bill Medicaid (OHP Trillium & Pacific Source) and private insurance companies for BIP groups and parenting classes.

Clients engaging in the OPAC program are invited to attend the Parenting After Crisis course at no additional cost.

#### **11. Reporting and Victim Notification**

CAFA's reporting follows the OARs. We send monthly status reports to Supervising Agents and community partners covered under the client's release of information. In addition, we send a summary report at 32 sessions, attendance warnings, completion reports, and noncompliance reports consistent with the standards.

CAFA provides notification for the victim(s) of our client population when contact information is available and we have consent from the client. The content of the notification letter adheres to the OARs.

CAFA reports to the Court and DA's office when bench probation referrals fail to contact CAFA to begin services.

#### **12. Spanish BIP and Parenting services**

CAFA is currently unable to provide services in Spanish. We are actively looking for a bilingual master's level therapist to train in our curriculum and approach in order to offer this service to the community. The LSA and community partners will be notified when we are able to provide this service to clients.



CHRISTIANS AS FAMILY ADVOCATES

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### **13. Faith Based Non-Profit Providing Secular Services**

CAFA's services are professional, clinical, mental health services provided by licensed, trained, and professionally supervised staff. CAFA's core directives align with the Christian faith and are delivered through the avenues of core Christian beliefs that align with caring for individuals in need within the community, loving one's neighbor, and caring for marginalized members of society. CAFA is open about these beliefs and is in no way meaning to operate in such a way that deceives the public or unethically force these beliefs on individuals receiving services. CAFA does not require any adherence to religious beliefs, creeds, or statements of faith as a prerequisite to receiving services or working on staff and does not discriminate in its delivery of services for any reason including religious beliefs or lack thereof. CAFA believes that individuals receiving services should be fully informed as to the services they receive and if an individual finds the religious affiliation of CAFA in conflict with their beliefs or preferences, they should be assisted in finding alternative services at other community provider programs. CAFA does not include any requiring of religious practices within its BIP programs and does not condone the unethical pushing of religious beliefs upon others. CAFA staff and CAFA clients **do not** have to be Christian or religious to work with us.

### **14. Lane Co. Approved BIP**

CAFA has been providing BIP groups since 1994. Our executive director, Carolyn Rexus, was privileged to sit on the committee that developed the OARs 137-087. Additionally, the OPAC program was county certified by the Lane County Supervisory Authority under Sheriff Russ Burger in 2006. We were not given an official document to reflect this approval as it was a verbal agreement.