

**THE GEORGE WARREN BROWN SCHOOL OF SOCIAL WORK  
WASHINGTON UNIVERSITY**

**SPRING 2008**

**INTERVENTION APPROACHES WITH WOMEN**

**S31-5122.01**

**CREDIT HOURS:** 3

**INSTRUCTOR:** Tonya Edmond, Ph.D.

**GRADE:** L/G

**OFFICE:** Goldfarb 240

**ROOM:** Goldfarb 124

**OFFICE HOURS:** Wed. 1:00 - 3:00 p.m.

**TIME:** Wednesdays  
5:30 – 8:00 p.m.

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**I. COURSE DOMAIN AND BOUNDARIES**

This course focuses on clinical social work with women from a feminist perspective. A variety of feminist theories will be discussed and examined for their implications for social work interventions. In recognition of the importance of diversity and the effects of oppression, particular attention will be paid to cultural context and addressing issues of racism, sexism, homophobia, and social and economic oppression in social work practice with women. Given its prevalence, emphasis will be placed on the impact of violence against women and evidence-based interventions available to address that impact. In addition, the Relational-Cultural Model, a feminist model for practice will be explored in depth through a 6-week experiential group process.

**II. COURSE OBJECTIVES**

1. To enable students to develop knowledge of feminist theories and approaches to working with women;
2. To enable students to develop an understanding of the importance of race, ethnicity, culture, class, gender, sexual orientation, disabilities, and age in social work practice with women.
3. To enable students to develop an understanding of social and economic justice as it relates to social work practice with women.
4. To enable students to develop knowledge of and skills in implementing capacity building interventions that recognizes client strengths and is designed to address women's issues on an individual and societal level.
5. To enable students to develop skills in identifying and assessing evidence-based interventions with women.
6. To enable students to develop skills in utilizing social work and feminist values, and recognizing and responding appropriately to ethical dilemmas that may arise within the context of social work practice with women;

7. To enable students to deepen their understanding of use of self in the context of practice with women.
8. To enable students to recognize the importance of ongoing postgraduate professional development and commitment to the social work profession.

### **III. EDUCATIONAL OUTCOMES**

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

1. Knowledge of and ability to apply feminist theories and practice approaches to working with women;
2. Professional understanding of the importance of race, ethnicity, culture, class, gender, sexual orientation, disabilities, and age in social work practice with women.
3. Knowledge of social and economic justice as it relates to social work practice with women.
4. Knowledge of and skills in implementing capacity building interventions that recognize client strengths and are designed to address women's issues on an individual and societal level.
5. Skills in identifying and assessing evidence-based interventions with women;
6. Skills in utilizing social work and feminist values, and recognizing and responding appropriately to ethical dilemmas that may arise within the context of social work practice with women;
7. Professional understanding of use of self in the context of practice with women.
8. Knowledge of the importance of ongoing postgraduate professional development and commitment to the social work profession.

### **IV. RELATIONSHIP TO PRACTICUM LEARNING OBJECTIVES**

Knowledge gained in this course will provide a basis for meeting the following practicum learning objectives:

1. Student is able to apply basic humanitarian and social work values and ethics to practice at the concentration practicum site.
2. Student demonstrates an ability to use supervision to improve the student's practice.
3. Student is able to apply and evaluate empirically supported theories to practice at the practicum site.
4. Student demonstrates an understanding of and the ability to use service delivery systems and resources relevant to the practicum site.
5. The student's conduct and communication demonstrate social work professionalism.
6. Student demonstrates competence in work with diverse clients.
7. Student understands the dynamics of social and economic justice, especially the consequences of poverty, discrimination, exploitation and oppression in human societies in the context of concentration practicum work.
8. Student can effectively assess and intervene in client systems at an advanced level.

## V. READINGS

### **Required Texts (may be purchased at the Campus Bookstore):**

Herman, J. (2001). *Trauma and Recovery*. Rivers Oram Press/Pandora List.

hooks, B. (2000). *Feminist Theory: From Margin to Center*. Cambridge, MA: South End Press Classics.

Jordan, J., Walker, M. & Hartling, L. (2004). *The Complexity of Connection*. New York: Guilford Press.

Walker, M. & Rosen, W. (2004). *How Connections Heal*. New York: Guilford Press.

### **Optional Texts (available in the library or purchase off campus):**

Jordan, J. (1997). *Women's Growth in Diversity*. New York: Guilford Press.

### **Reading Packet On E-Res**

## VI. ORGANIZATION OF COURSE

This course will include a variety of teaching methods such as lecture, class discussion, audiovisual materials, small group exercises and guest speakers. Students are expected to be active in the learning process through class participation; however, quality of participation will be judged over quantity. Students are expected to demonstrate their mastery of the course content through class discussion and written assignments.

## VII. ROLE OF FACULTY AND STUDENTS

1. Students are expected to attend class regularly.
2. Students are expected to enhance the learning potential of the class by actively participating. Sharing opinions, ideas, concerns and viewpoints is strongly encouraged.
3. Students are expected to be respectful of the opinions and feelings of other students and guest speakers, even though they may differ from their own.

**Special Needs:** If you have a learning disability, sensory, or physical disability or other impairment, or if English is your second language, and you may need special assistance in lecture, reading assignments, and/or testing, please contact the instructor.

## VIII. ASSIGNMENTS AND GRADING CRITERIA

**Grades.** Grades are assigned based on the student's ability to assimilate and apply class materials. Course grades will be based on the following assignments:

1. **Class Participation** is expected and class attendance and participation will determine 10% of your final grade. Questioning of course material is encouraged and expected. Two or more unexcused absences will lower your final grade.
2. **Critical Analysis Paper:** Students will use feminist theory, as well as the information and experience of watching the film "Dialogues with Mad Women" to provide a 5-6 page written analysis of the video and its implications for intervening with women. This assignment will be worth 15% of your final grade. **Due: February 6, 2008.**
3. **Intervention with Women in Clinical Social Work Practice:** This project involves three related, but independently graded assignments: (1) a community collaboration project, (2) an evidence-based literature review, and (3) a substantive practice paper. For this project, you will need to select an issue related to practicing clinical social work with women about which you would like to develop in-depth knowledge to enhance your future practice. For example, working with adult survivors of childhood sexual abuse, immigrants and refugees, domestic violence, substance abuse, or reproductive counseling.
  - **Community Collaboration Project:** Based on the topic that you have selected, identify the services available in the St. Louis area. In other words, if you were looking for a job or trying to make a referral related to your topic where would you go? What agencies would you call? Identify an agency that you would be interested in collaborating with to learn more about your topic of interest. You will need to interview a direct practitioner from the agency to gather information for this assignment, but you also want to provide the agency with something in return. At a minimum, you can prepare a report for them about the results of your literature review to provide them with the latest evidence-based practice information available that might be useful in guiding practice in your area. However, there may be other mechanisms for collaboration, such as your conducting an in-service for staff, volunteering to work with their clients, or volunteering to assist them with a project. There is room for flexibility and creativity in this assignment. Details of the paper requirements for this aspect of the assignment will be provided in class. This assignment will be worth 25% of your grade. The proposal for your collaboration and the summary of your interview will be **Due: March 5, 2008.**
  - **Evidence-Based Literature Review:** Develop a thorough evidenced-based literature review that provides significant descriptive information about your selected topic. Provide a strong rationale for why the area you have selected is important. Identify the major intervention approaches that are used to treat your issue of interest and discuss the evidence available (or lack there of) to support such approaches. Cite at least 10 sources, most of which should be peer reviewed journal articles. At least 8 of these sources should have been published in the last five years. This assignment should be 8-10 pages in length and written in compliance with APA guidelines. This assignment will be worth 20% of your final grade. **Due: April 2, 2008**

- Intervention with Women Paper:** Use your literature review to guide the completion of your paper. Make sure you incorporate any feedback that you have received on the previous assignments into your final paper. Identify and describe one or more theoretical perspectives that you adhere to that are used as a model for understanding your issue of interest. Provide your perspective on the utility of a feminist analysis or theoretical perspective for understanding and responding to the issue you have selected. Discuss the extent to which the theoretical perspectives are linked to any intervention(s) that you discovered in your literature search. Indicate the extent to which the intervention(s) are responsive to the needs of diverse groups of women and provide any available evidence that support claims of their effectiveness with such groups. Drawing from your interview with a practitioner, discuss the extent to which current practice in that agency appears to be evidence-based. In addition, discuss whether the existing evidence seems relevant for that agency. Include in your paper a detailed, specific plan for acquiring any post-graduate training that would be required to implement the intervention(s) you have selected as most salient for addressing your topic of interest. Cite at least 15 sources, most of which should be peer reviewed journal articles. At least 12 of these sources should have been published in the last five years. This assignment should be 20-25 pages in length and written in compliance with APA guidelines. This assignment will be worth 30% of your final grade. **Due: April 25, 2008.**

**Assignment Point Value**

Class Participation	10 points
Critical Analysis Paper	15 points
Community Practice Collaboration Project	25 points
Evidence-Based Literature Review	20 points
Women’s Issues Paper	<u>30 points</u>
Total	100 points

Except under extremely unusual circumstances, assignments must be turned in on the due date. Late assignments will result in a deduction of points for each day late (including weekends) off the assignment score unless prior approval is obtained from the instructor or a compelling situation prevents prior approval. A death in the family is an example of a compelling or extreme situation. Additionally, points will be deducted from the final scores accumulated in each lab for lack of attendance and participation.

**Grade Scale:** 100-94 **A** 93-90 **A-** 89-88 **B+** 87-84 **B** 83-80 **B-** 79-78 **C+** 77-74 **C** 73-70 **C-** 69 and below **F**

**IX. COURSE OUTLINE**

**SECTION I: THEORY, PHILOSOPHY & VALUES**

**Class meeting 1 (January 16, 2008)**

Topic: Following a brief review of the syllabus and course expectations, an overview of major feminist theories and the manner by which one’s theoretical orientation impacts intervention selection will be presented and discussed. The importance of the utilization of feminist theory and philosophy in social work practice with women will be emphasized.

## **Class meeting 2: (January 25, 2008)**

Topic: An overview of feminist theory continues. In addition, the importance of the utilization of feminist values and ethics when working with women and how such an orientation influences professional use of self will be discussed.

### Readings:

1. Baker Miller, J. (1976). *Toward a new psychology of women*. Boston: Beacon Press. Chapter 1: Domination-subordination, 3-12.
2. Gilligan, C. (1993). Woman's place in man's life cycle. In *In a different voice: psychological theory and women's development*. Cambridge, MA: Harvard University Press. Pg. 5-23.
3. hooks, b. (2000). *Feminist theory: From margin to center*. Cambridge, MA: South End Press Classics. Chapter 1: Black Women: Shaping feminist theory, Chapter 2: Feminism: A movement to end sexist oppression, Chapter 3: The significance of feminist movement, Chapter 4: Sisterhood: Political solidarity among women, Pg. 1-66.
4. Hill-Collins, P. (2001). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. 2<sup>nd</sup> edition. New York, New York. Chapter 1: The politics of black feminist thought and Chapter 2: Distinguishing features of black feminist thought. Pg 1-44.
5. Brown, L. (1994). *Subversive Dialogues: Theory in feminist therapy*. Chapter 2: Feminism in feminist therapy theory. Pg. 47-68. Chapter 8: Feminism and ethics. Pg. 200-226.
6. Chesler, P. (2001). *Woman's Inhumanity to Woman*. Chapter 3: Woman's sexism. Pg. 124-166; and Chapter 10: Psychological ethics, Pg. 436-491.

## **SECTION II: Trauma, Mental Health, and Treatment**

### **Class meeting 3: (January 30, 2008).**

#### **Extended Class Session: 5:30-8:30 pm**

Topic: The impact of sexism, racism and heterosexism within psychology and mental health institutions will be examined through the context of the assigned readings and the video *Dialogue with Mad Women*. Students will discuss their reactions and critical analysis of the video. Connections will be drawn between violence against women and traumatically induced mental health problems such as PTSD, anxiety, and depression that were illustrated in the film. Students will be expected to use feminist theory, values and ethics to provide a written critical analysis of the film's content.

### Readings:

1. Herman, J. (2001). *Trauma and Recovery*. Pg.1-302.

**Class meeting 4: (February 6, 2008)**  
**Critical Analysis Paper Due**

Topic: Students will learn about specific models of Cognitive Behavioral Therapy (CBT) that are evidence-based interventions effective in treating PTSD, anxiety and depression. Students will first learn about Prolonged Exposure. The class will consider the strengths and limitations of various CBT methods and discuss the ways in which they could be used in conjunction with a feminist approach to practice. In addition, we will discuss the ethics of brief versus long-term treatment.

Readings:

1. Foa, E. & Rothbaum, B. (1998). *Treating the trauma of rape: Cognitive-behavioral therapy for PTSD*. Chapter 5: Theoretical bases for PTSD and its treatment, 68-88.
2. Foa, E., Dancu, C., Hembree, E., Jaycox, L., Meadows, E., & Street, G. (1999). A comparison of exposure therapy, stress inoculation training, and their combination for reducing posttraumatic stress disorder in female assault victims. *Journal of consulting and Clinical Psychology, 67*(2), 194-200.
3. Rothbaum, B., Meadows, E., Resick, P., & Foy, D. (2001). *Effective Treatments for PTSD*, (Eds. Foa, Keane & Friedman) Chapter 4: Cognitive-Behavioral Therapy. Pg 60-83.
4. Foa, E., Hembree, E., Cahill, S., Rauch, S., Riggs, D., & Feeny, N. (2005). Randomized trial of prolonged exposure for posttraumatic stress disorder with and without cognitive structuring: Outcome at academic and community clinics. *Journal of consulting and Clinical Psychology, 73*(5), 953-964.
5. Hembree, E., Cahill, S., & Foa, E. (2005). Impact of personality disorders on treatment outcomes for female assault survivors with chronic posttraumatic stress disorder. *Journal of Personality Disorders, 18* (1), 117-127.
6. Comas-Diaz, L. & Greene, B. (1994). Theoretical and applied frameworks. *Women of Color*, (Eds. Comas-Diaz, L. & Greene, B.) Comas-Diaz, L. & Greene, B. (1994). Chapter 8: Cognitive-Behavioral Approaches. Pg. 223-238.

**Class meeting 5: (February 13, 2008)**

Topic: Students will continue to learn about specific CBT intervention approaches, with an emphasis placed on Cognitive Processing Therapy. The class will consider the strengths and limitations of these CBT methods and discuss the ways in which they could be used in conjunction with a feminist approach to practice. In addition, we will discuss the ethics of brief versus long-term treatment.

Readings:

1. Resick, P., Pallavi, N., Weaver, T., Millie, A. & Feuer, C. (2002). A comparison of cognitive-processing therapy with prolonged exposure and a waiting list condition for the treatment of chronic posttraumatic stress disorder in female rape victims. *Journal of Consulting & Clinical Psychology, 70*(4), 867-879.

2. Resick, P. & Griffin, M. (2003). How well does cognitive-behavioral therapy treat symptoms of complex PTSD? An examination of child sexual abuse survivors within a clinical trial? *CNS Spectrums* 8(5), 351-355.
3. Schulz, P., Huber, C., & Resick, P. (2006). Practical adaptations of cognitive processing therapy with Bosnian refugees: Implications for adapting practice to a multicultural clientele. *Cognitive and Behavioral Practice*, 13(4), 310-321.
4. Schulz, P., Resick, P., Huber, C., & Michael Griffin (2006). The effectiveness of cognitive processing therapy for PTSD with refugees in a community setting. *Cognitive and Behavioral Practice*, 13(4), 322-331.
5. Galovski, T. Sobel, A., Phipps, K., & Resick, P. (2005). Trauma recovery: Beyond posttraumatic stress disorder and other Axis 1 symptom severity. In *Trends in posttraumatic stress disorder research* (Ed. Corales, T.), Pg. 207-227.

### **Class meeting 6: (February 20, 2008)**

Topic: In this class the discussion of evidence-based intervention approaches for treating trauma induced PTSD, anxiety and depression continues with an examination of Eye Movement Desensitization and Reprocessing (EMDR). The benefits, limitations and ethics of using this treatment will be explored. In addition, we will discuss the potential for integrating other practice approaches with EMDR, including feminist methods.

#### Readings:

1. Edmond, T., Rubin, A. & Wambach, K. (1999). The effectiveness of EMDR with adult female survivors of childhood sexual abuse. *Social Work Research*, 23 (2), 103-116.
2. Chemtob, C., Tolin, D., van der Kolk, B. & Pitman, R. (2001). *Effective Treatments for PTSD*, (Eds. Foa, Keane & Friedman) Chapter 7: Eye Movement Desensitization & Reprocessing. Pg 139-154.
3. Davidson, P. & Parker, K. (2001). Eye Movement Desensitization and Reprocessing (EMDR): A meta-analysis. *Journal of Consulting and Clinical Psychology*, 69(2), 305-316.
4. Edmond, T., Sloan, L., & McCarty, D. (2004). Sexual abuse survivors' perceptions of the effectiveness of EMDR and eclectic therapy. *Research on Social Work Practice*, 14(4), 249-258.
5. van der Kolk, B., Spinazzola, J., Blaustein, M., Hopper, J., Hopper, E., Korn, D., & Simpson, W. (2007). A randomized clinical trial of eye movement desensitization and reprocessing (EMDR), fluoxetine, and pill placebo in the treatment of posttraumatic stress disorder: Treatment effects and long-term maintenance. *Journal of Clinical Psychiatry*, 68(1), 37-46.
6. Bisson, J., Ehlers, A., Matthews, R., Pilling, S., Richards, D. & Turner, S. (2007). Psychological treatments for chronic post-traumatic stress disorder: Systematic review and meta-analysis. *British Journal of Psychiatry*, 190(2), 97-104.

## **Class meeting 7: (February 27, 2008)**

Topic: In this class students will be introduced to Dialectical Behavioral Therapy (DBT), an empirically supported treatment specifically designed for individuals who engage in self-harming behaviors. It is a modification of CBT developed by Marsha Linehan as a treatment for borderline personality disorder.

### Readings:

1. Linehan, M. (2007). *Dialectical behavior therapy for pervasive emotion dysregulation: Theoretical and practical underpinnings*. In *Handbook of emotion regulation* (Ed. Gross, J.) New York: Guilford Press. Pp. 581-605.
2. Linehan, M., Tutek, D., Heard, H. & Armstrong, H. (1992). Interpersonal outcome of cognitive behavioral treatment for chronically suicidal borderline patients. *American Journal of Psychiatry*, 151(12), 1771-1775.
3. Simpson, E. B., Pistorello, J., Begin, A., Costello, E., Levinson, J., Mulberry, S., Pearlstein, T., Rosen, K., & Stevens, M. (1998). Use of dialectical behavior therapy in a partial hospital program for women with borderline personality disorder. *Psychiatric Services*, 49(5). 669-73.
4. Cunningham, K., Wolbert, R., & Lillie, B. (2004). It's all about me solving my problems: Clients' assessments of dialectical behavior therapy. *Cognitive and Behavioral Practice*, 11(2), 248-256.
5. Bohus, M., Haaf, B., Simms, T., Limberger, M., Schmahi, C., Unckel, C., Lieb, K., & Linehan, M. (2004). Effectiveness of inpatient dialectical behavioral therapy for borderline personality disorder: A controlled trial. *Behaviour Research and Therapy*, 42(5), 487-499.
6. Ben-Porath, D., Peterson, G., & Smee, J. (2004). Treatment of individuals with borderline personality disorder using dialectical behavior therapy in a community mental health setting: Clinical application and a preliminary investigation. *Cognitive and Behavioral Practice*, 11(4), 424-434.
7. Linehan, M., Comtois, K., Murray, A., Brown, M., Gallop, R., Heard, H., Korslund, K., Tutek, D., Reynolds, S., & Lindenboim, N. (2006). Two-year randomized controlled trial and follow-up of dialectical behavior therapy vs therapy by experts for suicidal behaviors and borderline personality disorder. *Archives of General Psychiatry*, 63(7), 757-766.

## **SECTION III: Models of Feminist Practice**

### **Class meeting 8: (March 5, 2008)**

#### **Community Collaboration Proposal Due**

Topic: In this class the Empowerment Model, which was originally developed as a practice approach for working with women of color will be presented in class as a feminist, capacity building approach to working with women and other oppressed groups. The model emphasizes the importance of conducting a power analysis when working with oppressed populations, raising consciousness,

building on existing strengths, developing skills, mobilizing resources, advocating for clients and engaging in efforts to facilitate social change on the macro level.

#### Readings:

1. Gutierrez, L. & Lewis, E. (1999). *Empowering Women of Color*, Part 1: The empowerment approach to practice: Chapter 1: Empowerment: A model for practice, Chapter 2: Empowerment techniques: Engagement and assessment, Chapter 3: Empowerment techniques: Practice with individuals, Pg 3-52.
2. Jill Davis and Eleanor Lyon. (1998). *Safety planning with battered women: complex lives/difficult choices*. Chapter 2: Creating the image of battered women. Pg 11-20; and Part II Building partnerships with battered women: Chapter 6: Risk Analysis Chapter 7: Safety planning with battered women. Pg 93-128.
3. Almeida and Lockard (2005) Chapter 18: The cultural context model: a new paradigm of accountability, empowerment, and the development of critical consciousness against domestic violence in *Domestic Violence at the Margins: readings on race, class, gender and culture* (edited by Sokoloff and Pratt), Rutgers University Press. Pg 301-320.
4. Allen, Bybee and Sullivan (2004). Battered Women's Multitude of Needs: evidence supporting the need for comprehensive advocacy in *Violence Against Women*, Vol. 10, No. 9, September, 1015-1035.

#### **Class meeting 9: (March 19, 2008)**

Topic: In this class the Empowerment Model will be examined further with particular attention to its value in working with survivors of domestic violence, prostitution, and trafficking. Community practitioners will share examples of the ways in which they have effectively used an empowerment approach and the challenges inherent in implementing it.

#### Readings:

1. Hill-Collins, P. (2001). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. 2<sup>nd</sup> edition. New York, New York. Chapter 12: Toward a politics of empowerment. Pg. 273-290.
2. Farley, M. (2003). *Prostitution, trafficking, and traumatic stress*. Introduction: Hidden in plain sights: Clinical observations on prostitution (Lewis Herman, J.); Sister oppressions: A comparison of wife battering and prostitution (Stark & Hodgson); Prostitution and trafficking in nine countries: An update on violence and posttraumatic stress disorder (Farley, Cotton, Lynne, Zumbek, Spiwak, Reyes, Alvarez, & Sezgin). Pg. 1-74.
3. Farley, M. (2003). *Prostitution, trafficking, and traumatic stress*. Healing from prostitution and trafficking. PEERS: The Prostitutes' Empowerment, Education and Resource Society (Jannit Rabinovitch); Been there done that: SAGE, a peer leadership model among prostitute survivors (Hotaling, Burris, Johnson, Bird, Melbye). Pg. 239-266.
4. hooks, b. (2000). *Feminist theory: From margin to center*. Cambridge, MA: South End Press Classics. Chapter 9: Feminist movement to end violence. Pg. 117-132. Chapter 11: Ending female sexual oppression, Pg. 148-158.

### **Class meeting 10: (March 26, 2008)**

Topic: The Relational-Cultural Model, which began as a feminist theory of women's development, and has evolved into an approach to practice, will be introduced. The class will study and work with the principles of the model through a 6 week in-class group process.

Readings:

1. Comas-Diaz, L. & Greene, B. (1994). *Women of Color*, (Eds. Comas-Diaz, L. & Greene, B.) Chapter 7: Psychodynamic approaches. Pg. 194-222. Chapter 11: An integrative approach. Pg. 287-318.
2. Jordan, J. (1997). Chapter 1: A relational perspective for understanding women's development, Pg. 9-24. Chapter 2: Some misconceptions and reconceptualizations of a relational approach, Pg. 25-49. In *Women's growth in diversity*. New York, NY: The Guilford Press.
3. Walker, M. & Rosen, W. (2004). An introduction to relational-cultural theory and practice. Chapter 1: How relationships heal. Chapter 2: Relational learning in psychotherapy consultation and supervision. In *How connections heal*. New York, NY: The Guilford Press. Pg. 1-34.

### **Class meeting 11: (April 2, 2008)**

#### **Evidence Based Literature Review Due**

Topic: The class will begin group session two using the Relational-Cultural Model to explore connections and disconnections that occur in therapeutic and personal relationships. Anticipatory empathy, compassion, authenticity, mutuality, empowerment and engagement are key concepts within the model that are related to issues of connection and disconnection. These concepts will be used within the group session to deepen our understanding of them from an experiential perspective

Readings:

1. Jordan, J. (2004). Chapter 1: Toward competence and connection. Chapter 4: Therapists' authenticity. Pg. 1-11. Chapter 10: Relationships in groups: Connection, resonance, and paradox. Pg. 64-89. In *The complexity of connection*. New York, NY: The Guilford Press.
2. Walker, M. & Rosen, W. (2004). Chapter 4: Making great memories: Empathy, derailment, and growth. Pg. 53-65. Chapter 10: Relational movement in group psychotherapy. Pg. 174-192. In *How connections heal*. New York, NY: The Guilford Press.

### **Class meeting 12: (April 9, 2008)**

Topic: The class will begin group session three using the Relational-Cultural Model to explore the opportunities for growth created through understanding diversity and difference. Particular attention will be paid to the importance of cultural context and issues of racism, sexism, homophobia, social and economic oppression, and how they relate to privilege, non-mutuality, and power differences. Clinical issues that emerge when the clinician and client come from different ethnic and cultural backgrounds, or sexual orientations will also be discussed.

## Readings:

1. Jordan, J. (2004). Chapter 5: Race, self, and society: Relational challenges in a culture of disconnection. Pg. 90-102. In *The complexity of connection*. New York, NY: Guilford Press.
2. Jordan, J. (2004). Chapter 7: Racial images and relational possibilities. Pg. 129-146. In *The complexity of connection*. New York, NY: Guilford Press.
3. Hill-Collins, P. (2001). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. 2<sup>nd</sup> edition. New York, New York. Chapter 4: Mammies, matriarchs, and other controlling images and Chapter 5: The power of self-definition. Pg. 67-121.
4. Walker, M. & Rosen, W. (2004). Chapter 3: Walking a piece of the way: Race, power, and therapeutic movement. Pg. 35-52. In *How connections heal*. New York, NY: The Guilford Press.
5. Walker, M. & Rosen, W. (2004). Chapter 9: The five good things in cross-cultural therapy. In *How connections heal*. Pg. 151-173. New York, NY: The Guilford Press.

## **Class meeting 13: (April 16, 2008)**

Topic: The class will begin group session four using the Relational-Cultural Model to learn about cycles of disconnection and isolation in therapeutic and personal relationships. We will examine the ways we hold parts of ourselves out of relationships, the strategies of disconnection that we use, the role that inauthenticity plays in this process and the decrease in creativity and productivity that can result.

## Readings:

1. Miller, J. & Stiver, I. (1997). *The healing connection : How women form relationships in therapy and in life*. Chapter 6: Seeking connection by staying out of connection. Pg. 104-117.
2. Jordan, J. (1999). Challenges to connection. *Work in Progress, No. 60*. Wellesley, MA: Stone Center Working Papers Series.
3. Jordan, J. (2004). Chapter 6: Shame and humiliation: From isolation to relational transformation. In *The complexity of connection*. New York, NY: Guilford Press. 103-128.
4. Greene, B. (1994). *Women of Color*, (Eds. Comas-Diaz, L. & Greene, B.) Chapter 14: Lesbian women of color: Triple jeopardy. 389-427.

## **Class meeting 14: (April 23, 2008)**

### **Interventions with Women Paper Due**

Topic: The class will begin group session five using the Relational-Cultural Model to learn about transforming disconnections in therapeutic and personal relationships. Students will learn about ways to recognize relationships in which conflict can be worked through and to differentiate between relationships that are growth fostering and those that are growth inhibiting. Emphasis will be placed on the importance of active, responsive listening, and mutual understanding.

Readings:

1. Jordan, J. (2004). Chapter 2: Relational resilience. Chapter 3: Relational awareness: Transforming disconnection. In *The complexity of connection*. New York, NY: Guilford Press. Pg. 28-63.
2. Jordan, J. (1990). Courage in connection: Conflict, compassion, and creativity. *Work in Progress, No. 45*. Wellesley, MA: Stone Center Working Papers Series.
3. Stiver, I. (1997). A relational approach to therapeutic impasses. In *Women's Growth in Diversity*. (Ed. Jordan, J.) New York: Guilford Press. Pg. 288-310.
4. Walker, M. & Rosen, W. (2004). Chapter 5: Caring, but fallible: A story of repairing disconnection. Chapter 6: Reflections on life, loss, and resilience. In *How connections heal*. New York, NY: The Guilford Press. Pg. 66-102.

**Class meeting 15: (April 30, 2008)**

Topic: In group-session six, the final group session, the class will explore how to use the Relational-Cultural Model to empower others and build community. Students will learn about relational strategies that can be employed in a non-relational world to facilitate collective action and social change. In this class time will also be spent on evaluation and termination of Intervention Approaches with Women. Students will be provided the opportunity to discuss the learning activities experienced over the course of the semester and to provide the instructor with verbal and written feedback regarding the course.

Readings:

1. Jordan, J. (1997). Relational therapy in a nonrelational world. *Work in Progress, No. 79*. Wellesley, MA: Stone Center Working Papers Series.
2. hooks, B. (2000). *Feminist theory: From margin to center*. Cambridge, MA: South End Press Classics. Chapter 5: Men: Comrades in struggle, Pg. 68-83. Chapter 8: Educating women: A feminist agenda, Pg. 108-116. Chapter 12 Feminist Revolution: Development through struggle, Pg. 159-166.
3. Gutierrez, L. & Lewis, E. (1999). *Empowering women of color*. New York: Columbia University Press. Chapter 7: Empowering techniques: Practice with communities.

**Class meeting 16: (May 7, 2008)**

Topic: In this class time will also be spent on evaluation and termination of Intervention Approaches with Women. Students will be provided the opportunity to discuss the learning activities experienced over the course of the semester and to provide the instructor with verbal and written feedback regarding the course.