Prerequisites: All 500 level courses completed

Course Description: This is an advanced clinical social work elective that builds on foundation social work courses. The focus of the course is the identification and application of clinical social work assessment and intervention relevant to practice with women. The circumstances of women are directly relevant to the studies of children and families, as well as health and mental health, sense they generally are the primary caregivers for others in our society. This general fact influence the health and mental health of women, men, and children. The general topics for the course are chosen specifically to cover the various arenas and circumstances of women’s lives. For example: family and other relationships, sexuality, mental health/illness, poverty and oppression. Practice issues include: 1) Battering; 2) Wife rape; 3) Alcohol abuse; 4) Sexual abuse; 5) Severe and persistent mental illness; and 6) Eating disorders and others.

Relevant theoretical orientations as well as women’s developmental theories and life cycle issues are included. All issues and topics are considered within an historical and contemporary socio-cultural as well as political context. Sexism and stereotyping are identified and discussed as they form and influence the context of women’s lives.

The course includes content on women of color, specifically on the feminist approach for women of color, racism, discrimination, oppression and other forms of pernicious social and economic justice. The interface of gender and age, culture, ethnicity, race, class, sexual orientation, and disability is an integral part of the course.

Different models of practice and developmental theories are discussed. All topics and practice issues are expressed from the perspective of feminist theories and feminist social work principles. Social work values are compared with feminist theories and discussed in relation to theories of women’s development. Students learn how to maintain a feminist social work perspective across different models and theories with women in diverse contexts and different relationships.
Relevant research is reviewed as it informs clinical social work practice. Research is evaluated for its biases against women. Students are expected to become aware of their own biases and the impact of such prejudices on their practice with women.

**Learning Objectives:**

**Knowledge:**

1. To understand the major practice issues (societal expectations, sociopolitical and familial hierarchy, myths, stereotypes, therapist’s belief systems, etc.) which impact on professional social workers in providing services to women clients.

2. To understand how the gender of the social worker influences social work practice.

3. To understand the history and theory of different therapeutic approaches in relation to practice with women.

4. To review relevant research concerning practice with women and discuss its contribution to understanding and treating women, and in evaluation of practice.

5. To understand the impact of families on women and women on families, especially in minority cultures.

6. To understand disorders unique and common to women in terms of systemic, etiological and curative factors.

7. To consider the unique and changing roles of women in organizing the community and in leadership positions within the social work agency.

8. To consider gender sensitive issues in supervision and administration.

9. To challenge students to advocate for agency functioning which is non-discriminating.

**Skills:**

1. To recognize and utilize treatment models which are uniquely sensitive to women’s issues and consistent with professional social work practice.
2. To be able to critique different therapeutic concepts in relation to practice with women, e.g. power, equity, complimentarity.

3. To recognize cultural, racial, class, and religious factors which influence the functioning of women and which can encourage or hinder their treatment.

4. To clarify the role of women as deliverers and recipients of social work services.

5. To be able to identify and advocate for the unique and changing roles of women in organizing the community and in leadership positions within the social work agency.

6. To recognize and be able to implement gender sensitive social work practice in supervision and administration.

7. To be able to advocate for agency functioning which is non-discriminating.

**Values:**

1. A sensitivity to how the gender of the social worker influences social work practice.

2. A sensitivity to how different therapeutic concepts influence social work practice with women, e.g., power, equity, complimentarity, ego defenses, dependence.

3. An appreciation for and active use of self in ameliorating discrimination on the basis of gender, age, class, ethnicity, race, culture, sexual orientation, and disability.

4. A sensitivity to gender issues in supervision and administration.

5. An appreciation for the values and ethics of the discipline of social work as they guide clinical social work practice.

**Teaching Methodology:**

This course is taught with an effort to exemplify within the context of the classroom the principles of feminist social work. Although didactic material is
presented, the classes are primarily group discussion using a seminar format. Audiovisual presentations, guest lecturers, role plays, and class presentations supplement the course content.

There are choices of assignments. Students have the opportunity to choose the assignment most compelling to them from various projects that are designed to be intellectually challenging and to augment the material discussed in class.

**Respect for Diversity**
We are committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and in class, gender, age, physical and mental ability, religion, and sexual orientation. We value ethnically sensitive and culturally competent social work education and practice. We will uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. This will be demonstrated through readings, lectures, case presentations and assignments. We expect that students will demonstrate comparable respect for diversity of their classmates, faculty and clients, and commit to address issues of marginalization, oppression, prejudice and discrimination.

**Academic Integrity**
Academic integrity is essential to a student’s professional development, their ability to serve others, and to the University’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in his or her name. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers.

Plagiarism is a serious ethical violation, the consequences of which can be failure of a specific class and/or expulsion from the school. Responsibilities of Academic Honesty are detailed in *The Graduate manual of the Loyola University Chicago* and *The Graduate School of Social Work Student Handbook*. Please read the Graduate Catalog stating the university policy on plagiarism (p.18). Also, read Babbie, E. Plagiarism at [www.csubak.edu/ssric/modules/other/plagarism.htm](http://www.csubak.edu/ssric/modules/other/plagarism.htm). Concisely, Babbie states, "Plagiarism is the presentation of another’s words or ideas as your own." The web site offers several examples as well as a more elaborate definition of the term.

This commitment ensures that a student of the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. *Students may not use the same assignment content to fulfill different course requirements.*
**Students with Special Needs:**

Students with special learning needs are encouraged to talk with the instructor early in the course in order to accommodate their needs.

**Required Texts:**


(Available at AMAZON.COM; Barnes & Noble)

**Recommended Texts (On Reserve at Lewis Library):**


**References for Interviewing and Writing:**

Rubin, *Worlds of Pain*.
Hochschild, *The Second Shift*
Shulamit, *Feminist Methods in Social Research*

**Class Participation:** Class participation is essential. The grade assigned for class participation will be based on a rating form, where participation and preparedness will be rated. The form used by the instructor is posted on Blackboard. *Students who miss more than one class without discussing absences with the instructor will have their final grade reduced by 10 points per absence.*
**Class Sessions:** Students are expected to attend all classes and to have completed all assigned readings. Students should come to class prepared to discuss the issues, ideas, concepts and questions raised in the readings and come to class prepared to discuss the readings. Active class participation involves asking questions, posing problems or issues for further investigation, sharing insights, and responding to the ideas of others. Students who participate actively as described above will receive full credit with respect to this portion of the class participation grade, while those who participate passively by simply attending class will only receive partial credit.

**Course Schedule**

**Week One:** Overview of Course
* Feminism in historical perspective
* Feminist social work practice

**Required Readings:**

**Brown:**
“Feminism in Feminist Therapy Theory”

**Week Two:** An Overview of Models
* Relational models
* Psychodynamic models
* Family system models
* Feminist models
**Required Readings:**


**Chodorow:**

- Chapter One (pp 23-44) “Being and Doing”
- Chapter Two (pp 45-65) “Family Structure and Feminine Personality”
- Chapter Eight (pp 165-177) “Feminism, Femininity and Freud”

**Week Three: A Review of Gender Development Theories**

- Being - in - relationship
- Theorists: Mahler; Klein; Freud; Erikson; Gilligan
- Development in adolescence: conflict, connection, and relational growth

**FILM: Girls like Us**

**Required Readings:**

Week Four: Women and Family

* Women and the professional literature
* Women and family interactions patterns
* Women and societal and familial expectations

FILM: It was a wonderful life

Required Readings:


and in family therapy. In M. McGoldrick, C. Anderson, and F. Walsh. (Eds.). *Women in families* (pp. 3-15). New York: W.W. Norton.

**Kesselman, McNair & Schniedewind**

pp. 250-256 “Women and the Family”


**Week Five:** Women and Mental Health

* Diagnosis vs. Assessment
* Women and serious mental disorders
* Aging and mental health

FILM: Out of the Shadow


**Jordan (1997):**

Chapter Ten (pp. 199-216) “Revisioning Women’s Anger: The Personal and the Global.” Miller and Surrey.

Chapter Eleven (pp. 217-238) “From Depression to Sadness in Women’s Psych

**Kesselman, McNair & Schniedewind**

Chapter 111 (pp. 434-438) “The Realities of Older Women’s Lives.” Older Women’s League

Chapter 114 (pp. 444-446) “Over the Hill and Out of Sight” Janice Keaffaber

**Week Six:** Women and Poverty

* Women and homelessness
* Women and AIDS
* Prostitution
FILM: Women: The New Poor


**Week Seven:**  NO CLASS: FALL BREAK

**Week Eight:** Women and Sexuality

* Reproduction and sexuality
* Sexuality as the woman’s responsibility
* Advertising and sexuality
* Menopause

FILM: Still Killing Us Softly

**Required Readings:**


**Week Nine:**  Women in Relationships with Men
  * Violence against women
  * Power and inequity

**Required Readings:**


**Jordan (1997):**


**Allard, Sharon Angella (2005) -**

“Rethinking Battered Woman Syndrome: A Black Feminist Perspective.”

**Week Ten:**  Women and Relationships with other Women
  * Lesbian relationships
  * Women’s friendships


Larson, N.C. (2006). Becoming 'one of the girls': The transition to lesbian in midlife. *Affilia*, 21(3), 296-305.


**Week Eleven: Treating the Survivor/Victim**

- Incest
- Sexual abuse
- Rape
- Long Term Effects
- Dissociation
- Working with adult survivors

FILM: Bastard Out of Carolina

HANDOUTS: On Trauma

**Required Readings:**


Chapter 1: A forgotten History, pp. 7-32;
Chapter 7: A Healing Relationship, pp. 133-154


**Week Twelve: Gender as a variable in treatment:**

- Depression
- Eating disorders

FILM: We don’t live under Normal Conditions

**Required Readings:**


**Week Thirteen: Intersectionality and Women**

FILM: The Status of Latina Women

**Required Readings:**


**Brown:**

“Theorizing From Diversity”

**Week Fourteen: Women and Community**

* Women and Work.

FILM: Women of Hull House.

**Required Readings:**


**Week Fifteen: Gender as a Variable in Research.**

* Clinical research
* Empowering clients involved in research
* Future research

**Required Readings:**

NIMH: Women Hold up Half the Sky, 2006 (Posted on Blackboard)


