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 effects of violence against women and evidence-based interventions available to address those effects. In addition, the Relational-Cultural Model, a feminist model for practice, will be explored in-depth through a 7-week experiential group process.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>C1</th>
<th>Reinforced</th>
<th>C2</th>
<th>Emphasized</th>
<th>C3</th>
<th>Reinforced</th>
<th>C4</th>
<th>Emphasized</th>
<th>C5</th>
<th>Reinforced</th>
<th>C6</th>
<th>Reinforced</th>
<th>C7</th>
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<th>C8</th>
<th>Emphasized</th>
<th>C9</th>
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<tr>
<td>Demonstrate ethical and professional behavior.</td>
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<td>Engage diversity and difference in practice.</td>
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<td>Advance human rights and social and economic and environmental justice</td>
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<td>Engage in practice-informed research and research-informed practice.</td>
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<td>Engage with individuals, families, groups, organizations, and communities.</td>
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<td>Assess individuals, families, groups, organizations, and communities.</td>
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<td>Intervene with individuals, families, groups, organizations, and communities.</td>
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<td>Evaluate individuals, families, groups, organizations, and communities.</td>
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III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

[Student Handbook 2017-2018](#)

**Accommodations:** If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The [Disability Resource Center](#), a University-wide resource, provides diagnostic and academic accommodations support and referrals.

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [English Language Program](#) (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the [Office for International Students and Scholars](#) to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

**Accommodations based upon sexual assault:** The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the
specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. READINGS

Required Texts (All books may be purchased at the Campus Bookstore):


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 INSTRUCTOR 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.

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. Additional information about each assignment will be provided in class.

A word about grades: Grades are not a reflection of your value as a person. They are a reflection of the reality of balancing school with other life events and responsibilities, as well as your level of effort. Grades also reflect the extent to which the content of a course fits with your existing knowledge and skills, which will vary from course to course. What is most important is that you are challenged and that you learn.

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. Participation beyond class sessions is also a requirement for this course. Written course evaluations must be completed by the student independently via the University’s online evaluation system - this is not optional and will be considered as a component of the participation grade for this course.

2. Intervention with Women in Clinical Social Work Practice: This project involves three related, but independently graded assignments: (1) an Evidence-Based Literature Review, (2) a Community Collaboration Project Paper, and (3) a final Intervention with Women Paper. For this overall 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). Details of the paper requirements for each aspect of the project will be provided in class.

- 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 thereof) 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 30% of your final grade. Due: March 1st, 2018
• **Community Collaboration Project Paper:** 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. This assignment will be worth 25% of your grade. The combined summary of your interview and proposal for your collaboration project will be **Due: March 29th, 2018**

• **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 the interventions that you discovered in your literature search. Indicate the extent to which the interventions 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 interventions 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 35% of your final grade. **Due: April 26th, 2018.**

**Assignment Point Value**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>Evidence-Based Literature Review</td>
<td>30</td>
</tr>
<tr>
<td>Community Collaboration Project Paper</td>
<td>25</td>
</tr>
<tr>
<td>Intervention with Women Paper</td>
<td>35</td>
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<tr>
<td>Total</td>
<td>100</td>
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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. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>COMPETENCIES</th>
<th>DIMENSIONS</th>
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<tbody>
<tr>
<td>Evidence-Based Literature Review</td>
<td>C4,8,9</td>
<td>Knowledge/Cognitive Processes</td>
</tr>
<tr>
<td>Community Collaboration Project Paper</td>
<td>C1,2,3,4,8</td>
<td>Knowledge/Cognitive Processes</td>
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<tr>
<td>Intervention with Women Paper</td>
<td>C1,2,3,4,8,9</td>
<td>Knowledge/Cognitive Processes</td>
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<tr>
<th>COURSE ACTIVITIES</th>
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<tbody>
<tr>
<td>Readings, Lectures &amp; Class Discussions</td>
<td>C1,2,3,4,6,7,8,9</td>
<td>Knowledge/Values/Cognitive Processes</td>
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<tr>
<td>Relational-Cultural Group</td>
<td>C1,2,3,6,8</td>
<td>Knowledge/Values/Skills/Cognitive and Affective Processes</td>
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X. COURSE OUTLINE

SECTION I: THEORY, PHILOSOPHY & VALUES

Class meeting 1: (January 18, 2018)

Topic: Following introductions, a review of the syllabus, and establishing course expectations, an overview of topics of feminism, oppression of women, and the manner by which one’s theoretical orientation impacts intervention selection will be presented and discussed. An overview of feminist theories will help to illustrate the importance of bringing an intersectional sociopolitical analysis to clinical work with women. In-depth discussion of the readings will facilitate understanding of these topics.

Readings:


Class meeting 2: (January 25, 2018)

Topic: The prevalence of child physical and sexual abuse, adult intimate partner and sexual violence are pervasive, particularly in the lives of girls and women. The sociopolitical nature of violence against women and children, trauma, diagnoses and treatment will be the focus of this class. This will include the impact of sexism, racism, heterosexism and classism on the mental health of women, which will be explored through the assigned readings and class discussion. Emphasis will be placed on the importance of utilization of feminist theory, values and ethics in social work practice with women.
Required Readings:


**Class meeting 3: (February 1, 2018)**

Topic: The importance of understanding the impact of childhood and adult violence on the multifaceted lives of women will be discussed. The consequences of traumatic events can have profound effects that significantly impact neurological, psychological and relational functioning. Connections will be drawn between violence against women and children, and traumatically-induced mental health problems such as PTSD, anxiety, and depression. This class will provide an overview of some of those adverse effects and set the stage for the importance of employing evidence-based trauma treatments when doing clinical work with women. The application of a feminist analysis and approach to trauma treatment will be explored through the readings and class discussion. The benefits, limitations and ethics of using feminist models of trauma treatment will be discussed.

Readings:


**SECTION II: Trauma, Mental Health, and Evidence-Based Treatments**

**Class meeting 4: (February 8, 2018)**

Topic: In this section of the course, the discussion of evidence-based intervention approaches for treating trauma induced PTSD, anxiety and depression begins 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:


**Class meeting 5: (February 15, 2018)**

**Topic:** This class will introduce students to Prolonged Exposure, a specific evidence based model of Cognitive Behavioral Therapy (CBT) shown to be effective in treating PTSD. The class will consider the strengths and limitations of Prolonged Exposure and discuss the ways in which it could be used in conjunction with a feminist approach to practice. In addition, we will discuss the ethics of using Prolonged Exposure, including issues related to brief verses long-term treatment.

**Readings:**


Class meeting 6: (February 22, 2018)

Topic: This class will introduce students to Cognitive Processing Therapy (CPT), a specific evidence based model of Cognitive Behavioral Therapy (CBT) shown to be effective in treating PTSD that was first developed at the University of Missouri-St. Louis to treat rape survivors. The class will consider the strengths and limitations of CPT and discuss the ways in which it could be used in conjunction with a feminist approach to practice. In addition, we will discuss the ethics of using CPT, including issues related to brief verses long-term treatment.

Readings:


Class meeting 7: (March 1, 2018)
**EBP Paper Due**
Topic: This class will introduce students to Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT), an evidence-based model of Cognitive Behavioral Therapy (CBT) shown to be effective in treating PTSD among children and young adults up to age 21. The class will consider the strengths and limitations of TF-CBT and discuss the ways in which it could be used in conjunction with a feminist approach to practice. In addition, we will discuss the ethics of using TF-CBT, including issues related to brief versus long-term treatment.

Readings:


Class meeting 8: (March 8, 2018)

Topic: In this class, students will be introduced to Dialectical Behavioral Therapy (DBT), an evidence-based treatment specifically designed for individuals who engage in self-harming behaviors. Emphasis is placed on affect regulation skills development in this intervention. It is a modification of Cognitive Behavioral Therapy developed by Marsha Linehan as a treatment for borderline personality disorder, a controversial diagnosis that has been highly associated with complex trauma experienced in childhood.

Readings:


***MARCH 15, 2018- SPRING BREAK!!! NO CLASS***

Class meeting 9: (March 22, 2018) Group work is a commonly used modality for working with trauma survivors and for treating trauma. In this class, students will learn about trauma-informed psychoeducational models and trauma-focused group treatment approaches, and the evidence base for different forms of group treatment will be examined. 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 7-week in-class group process.

Readings:


Class meeting 10: (March 29, 2018)

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:


**Class meeting 11: (April 5, 2018)**

**Evidence Based Literature Review Due**

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:


**Class meeting 12: (April 12, 2018)**

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:


**Class meeting 13: (April 19, 2018)**

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:


**Class meeting 14: (April 26, 2018)**

**Interventions with Women Paper Due**

Topic: In group session six, the class will explore how to use the Relational-Cultural Model in our roles at home, school, and work. A widespread lack of relational skills in these areas exacts huge costs in these arenas and results in disconnections, silence, and isolation. Students will learn about relational strategies that can be employed in a non-relational world to facilitate personal
transformation and social change. An emphasis will be placed on developing and enhancing relational skills such as mutuality and empowerment.

Readings:


Class meeting 15: (May 3, 2018)

**Last Class Session**

Topic: In group session seven, 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:

