

UNIVERSITY OF NORTHERN BRITISH COLUMBIA

Course: SOCW 613-3 Clinical Social Work Practice

Fall 2006

Instructor: Si Transken, PhD, RSW, MA Candidate

Office: Room 2015 - Admin. Building

Phone: 960-6643 or 564-4743

Hours: By Appointment

E-mail: si@unbc.ca

Time: Mondays 6:30 – 9:20

Classroom: 8-161

The MSW builds on the BSW by offering students an integrated research/ policy/ practice concentration in one of the key thematic areas: social work in northern and remote areas, First Nations, women and the human services, and community practice and research. The aim of the MSW is to provide students with advanced social work research, policy and practice skills. It is designed to enable students to pursue independent studies that will help them undertake a variety of responsibilities in management, policy formation, program consultation, planning, advanced social work, clinical practice and research within the human services.

Our UNBC Course Calendar=s Description: Critical analysis of psychotherapy and counselling, particularly by women and ethnic/racial minorities has had an influence on how psychotherapy is organized and how values are expressed. Psychotherapy and counselling have also been influenced by the reality of restructuring in health care, education and social services. Social Workers have been faced with the challenge of delivering service in environments that are increasingly restrictive. These developments have encouraged the implementation of new therapeutic approaches which emphasize brevity, respect for clients, client strength and collaborative approaches to problem solving. This course explores clinical practice within this context with emphasis on issues that pertain to northern British Columbia. The course requires critical analysis as well as practice skills.

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You come to me seeking knowledge; you want set formulas so that you can cling to them. I don't give you any. In fact, if you have any, I take them away! By and by, I destroy your certainty; by and by, I make you more and more hesitant; by and by, I make you more and more insecure. That is the only thing that has to be done.

Osho

p. xii, Courage, The Joy of Living Dangerously

COURSE DESCRIPTION

Through out the course students will be expected to become peer supporters, mutual coaches, and practical guides for each other. I want us to cultivate a >continual compassionate curiosity= about each other, the world, our place in it as clinical social workers. One of the primary goals of this course is to expose students to an overview of contemporary theoretical considerations that underpin progressive clinical work. An equally significant goal is to develop concrete focused skills that students can bring not only to their present agency context but to the client groups and agencies they=ll work for /with in the future.

In this course a new vocabulary and new micro-skills will be added to your professional and personal >tool kit for survival= as a mindful, compassionate, effective clinician and advocate. My hope is that you will leave this course with a richer sense of your own competence as a producer and distributor of knowledge. You will be given many opportunities to cultivate your own complex ethical template and to internalize guidelines and question-clusters regarding your interest areas.

In the first sessions we will be identifying the interest areas of the specific students in the class. My intentions are to organize the course so that your own thesis work or practicum concerns can be explored within this circle of interested witnesses and >co-researchers=. Then we will be blending those interests with an overview of various bodies of knowledge: the 'classical' approaches to counselling (Rogerian, Gestalt, etc.) and The Feminist Therapy Institute=s insights, Jungian Therapy/Men=s Healing Movement, the work of The Stone Centre; First Nations approaches to healing; and we will explore how all of this relates in rural contexts – and within our social work program's stated 'Structural Social Work' approach (therefore you should make sure you've read the work of people like Mullaly). We will be experimenting with these theories in a somewhat messy eclectic way. The insights from these bodies of work will be blended with techniques/practices from expressive arts therapy, creative writing practices and other techniques/practices that emerge from within this specific circle of students= collective wisdom. We may be doing writing exercises, viewing videos, and using role-plays and discussion groups to deepen and integrate our learning. Students will be doing book reviews and presentations as part of their demonstration of their learning. Throughout the course the meanings of gender, ethnocultural background, class imprinting, --our simultaneous and intersecting identity pegs -- etc. will be examined. A significant commitment to engaging in ethical practice is expected of all participants in this course. Ethical practice means that an understanding of diversity is not only intellectually grasped but is also pragmatically practiced. Everything we do here must also be in harmony with the social work codes of ethics and with the university's policies and guidelines around academic freedom and the creation and maintenance of respectful safe learning environments.

Course Objectives: This course has many objectives which we should be somewhat simultaneously moving forward with (i.e. the order in which they are listed below does not infer that objective #1 is more significant than the others).

1. To deeply understand the meanings, manifestations, and consequences of sexism, racism, classism, homophobia, ablism, etc. and to ascertain that we are conducting ourselves in a highly ethical way regardless of which theories we adhere to and which areas of practice we find ourselves employed in.
2. To analyse the assumptions, implications, strengths and weaknesses of various approaches to clinical practice (in response to individuals, groups, communities).
3. To deepen the ongoing practice of mindful/heartful personal reflection and professional knowledge-building through the process of writing and discussion.

The sound of breaking silence makes us understand what we could not hear before. But the fact that we could not hear doesn't prove that no pain existed. - dian marino, p. 27, Wild Garden, Art, Education and the Culture of Resistance

SEMINAR FORMAT/ PARTICIPATION MARKS

No one can do your learning for you. **You** are at the center of your learning journey. You are the owner of it. You are the beginning, the middle, and the end of that adventure. **This course is only here to affirm, nudge, and encourage you.** This course is intended to assist you in your journey by offering a circle of concern for brain-storming, reality checking, clarifying, self-motivation, and time-managing. It is necessary for you to enter this class with a solid sense of what interest areas impel you. It is expected that you will take risks, share, read the assigned material, engage each other as creative caring respectful intellectuals, and try to have some memorable fun too. We are all responsible for making this into a safe and invigorating learning environment. The assigned readings and responsibility for leading discussions will be divided equally among all students.

REQUIRED

Two clinically oriented books that will be your choice for the class discussion you facilitate. I will bring a suitcase (or 2) of them with me the first day to lend to students. This book will be something that speaks to a clinical approach (Gestalt, Brief Solution, Rogerian/Client Centred, First Nations approaches). I will trust your honour and integrity that you will select books you have not read before. I have left this choice open so that you can customize your journey – but also share it with the rest of us and enhance our collective knowledge base.

Brown, Laura S. (1994) Subversive Dialogues: Theory In Feminist Therapy. New York: Basic Books.

Cameron, Julia. (1996) The Vein of Gold: A Journey to Your Creative Heart. New York: Putnam Books. (Or *Walking in this world* if you have already read Vein of Gold in another course with me)

Jordan, Judith. (Editor) (1997) Women=s Growth In Diversity: More Writings From The Stone Center. New York: The Guildford Press.

* If you have not done so already it is in your best interests to purchase a social work dictionary. We'll discuss options on the first day of class. The most recent Canadian one is about \$130 (see below) so for some people this is a bit much – but it **will** make your scholarship much richer and tidier. I also recommend that you purchase a book such as Gerald Cory's *Theory and Practice of Counseling and Psychotherapy* to give yourself a chance to review the range of theories we will be building on/ critiquing. Any counselling book which is recently published and wide ranging will be effective for this review.

Recommended (Dictionaries and Glossaries):

Barker, Chris. (2004). *The Sage Dictionary of Cultural Studies.* Thousand Oaks, California: Sage Publications.

Barker, L. Robert. (1999). *The Social Work Dictionary.* Washington, DC: National Association of Social Workers.

- Bennet, Tony, Lawrence Grossberg and Meaghan Morris. (2005) *New Keywords: A Revised Vocabulary of Culture and Society*. Oxford, UK: Blackwell Publishing.
- Brooker, Peter. (2003). *A Glossary of Cultural Theory*. New York: Oxford University Press Inc.
- Cashmore, Ellis. *The Dictionary of Race and Ethnic Relations*. (1996) New York, NY: Routledge and Kegan Paul.
- Gamble, Sarah. (Ed.) (1999). *The Icon Critical Dictionary of Feminism and Postfeminism*. Wrights Lane, London: Icon Books.
- Hum, Maggie. (1995). *The Dictionary of Feminist Theory*. Columbus: Ohio State University Press.
- Jary, David and Julia Jary. (2000). *Dictionary of Sociology*. Glasgow: HarperCollins Publishers.
- Johnston, R.J. et al. (Ed.) (2000). *The Dictionary of Human Geography*. Cowley Road, Oxford: Blackwell Publishers Ltd.
- O'Sullivan et al. (Ed.) (2001). *Key Concepts in Communication and Cultural Studies*. New York, NY: Routledge.
- Payne, Michael. Ed. (1999). *A Dictionary of Cultural and Critical Theory*. Cowley Road, Oxford: Blackwell Publishers Ltd.
- Rodale, J. I. (1978). *The Synonym Finder*. New York, NY: Warner Books Edition.
- Turner, Francis J. (2005). *Encyclopedia of Social Work*. Waterloo, Ont: Wilfred Laurier University Press.

THE SPECIFICS OF COURSE REQUIREMENTS

	Percent	Description	Due
#1	20%	In-class & handed in book review & facilitation of discussion	(see below)
#2	20%	First journaling assignment	Sept. 18 at 6:30 in class
#3	10%	Summary & commentary On the rural mental health video	Sept. 25th
#4	20%	Second In-class & handed in book review & facilitation of discussion	(see below)
#5	10%	Summary of guest's presentations in relation	Oct. 16 at 6:30 in class

to your thesis work

#6	20%	Chapter/ section of your thesis which summarizes the best of this course – specifically and links it to where you want to go next with your thesis	Dec. 11 at 4:00 in my office
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BOOK REVIEW ASSIGNMENTS 1 & 4

Among all the class participants we will equally share the focusing of discussions but one person will be responsible for facilitating a class discussion about an assigned book. The book will be chosen from the list below and/or from those which I=ll bring to class so you could borrow them -- or you can find one of your own that links to the course context and negotiate that with me. Your choice will be negotiated before the end of the second class (please remind me to circulate a list so everyone can write down which books they selected and which days they decided to present on). Presenters have the responsibility of summarizing and enriching the material from their book and the assigned readings -- the rest of us have the responsibility of being active creative intelligent discussants. Your individual summaries and answers to the prompters below should be about 20 minutes long (the time limit depends on how many students sign up for this class). You will hand out a one or two page summary of the book=s main points as they relate to the topics people in the class are analyzing for their thesis work and/ or as the book relates to the discussions that have been ongoing in the class/ our assigned reading material. You are invited to entertain any additional questions that seem useful and interesting. Discussion should continue for the >natural life= of the topic. It is hoped that you=ll integrate other resources and that you=ll inspire and energize us with your commentary. Humor is welcome. Applied lively examples can enrich our learning. Your total mark will be based thus: **5** points for your presentation style and depth; **5** potential points for the one page summary you hand around to the other students (please include all identifying info about the book on your summary such as publication date, etc); **5** points for your ability to link your presentation well to the other students' presentations and assigned material that has been presented in the course so far and the final **5** points are for the final written summary you hand in to me a week after your presentation. The final summary that you hand in to me should just build on what you handed out to the students and it should be enriched by the class discussion. In this final handed in product I would like you to follow all the standard scholarly formats and expectations of a graduate program. The kinds of questions I hope you will use to guide your reading and discussion include:

1. What surprised/ comforted me in this reading?
2. Have I read other material that did / did not fit this model at all? Can I bring examples of that to class?
3. What aspects of this author=s recommendations would be difficult to achieve in real life in my own context/ my own community/ my own agency?
4. How would I personally find this un/comfortable to implement? How would I attempt to overcome these troubles?
5. What was hard to wrap my mind around in this section of reading? Did aspects of it seem

boring/ unnecessary/ irrelevant?

6. What excited me and filled me with a sense of hope?

7. Who would I want to tell this information to? Who would I never want to talk to about this section of reading?

8. Who else/ what else have I read that would support these ideas?

9. How did I think these ideas / recommendations connect with the clinical contexts my peers are now working in?

10. In what ways might these ideas improve the well being of those I feel I am an advocate for? Who might gain/ lose if these ideas were concretely implemented?

11. What are the potential power dynamics that might manifest in these ideas/practices? What ethical consequences might emerge from those dynamics?

JOURNALING ASSIGNMENT, #2

SUGGESTIONS FOR THE JOURNALING EXERCISES

EFFECTIVE INTEGRATIVE JOURNALING INVOLVES THE FOLLOWING :

It is concise, direct, focused, lean, **and** comprehensive. Your text has no wasted words. You have asked yourself before you've handed it in, "Are there any lines or words that I can delete because they do not deepen the messages I want to be sharing/exploring..?@.

It does not name people other than yourself. It uses created names or details to protect the confidentiality of classmates, clients, co-workers, etc.

It intelligently weaves together knowledge from past and present class lectures, class discussions, readings, the newspaper, poetry, etc.

It has about one page of footnotes/references for every two pages of journaling.

It demonstrates imaginative creative and practical grounded thinking and feeling that is **indirectly and directly relevant to our practice as social workers.**

It identifies problems you are working through and mindfully points toward the precise next steps you are taking with those problems (i.e. is not just a shallow statement, list, or rant of problems).

It demonstrates an active intent to find balance between personal and professional understandings and examinations of, the macro end of social work and the interpersonal or micro end of social work (i.e. speaks to both ends of the slinky image).

It makes innovative linkages (i.e. doesn't just blindly or obediently repeat what you have been told by others). These linkages demonstrate a consciousness of the Arings up and down the slinky@ (i.e. the sociological, his/herstorical, and all the rings down to the interpersonal of the right now).

It sometimes shows your shadow side/ troubled heart/ emotional and intellectual confusion, etc. This often happens because we are a profession that advocates socialist ideas yet we are embedded within a capitalist system; we are a profession that advocates equality yet we are often instruments of social control against those who are oppressed...

It doesn't repeat itself from one entry to the next to the next; there is always a sense of movement (i.e. your first assignment of the semester and your third and your fifth should all have a differently textured sense of the struggles or problems or issues you are addressing).

It often has some elements of a passionate speech, a confession, or a testimonial but intelligently makes reference to the assigned readings, scholarly material from other contexts and times in your life, etc.

It often demonstrates some sense of vision, idealism, imagining of a better and different world.

It should usually demonstrate some sense of a vision or image of an eventual better different and bigger (or happier) you.

It has been proof read for spelling, tidiness, formating, etc.

Next to diving into a new novel, play, or movie of my own, there are very few things as exciting to me as staring off a new batch of writers. I feel a deep happiness, a profound excitement, as the class gathers. I have been teaching now for two decades, and I can still remember specific rooms, the precise way the light fell across certain faces twenty years go. I remember, too, my feeling of a glowing secret certainty, what I knew that the class didn't: they would write and write well.

- Julia Cameron, p. 226, The Right to Write

Quick Summary Assignments #3 & #5

These summaries will each be about 4 pages long. They will devote one page to a summary of what was discussed (by the speakers & the class; by the video & the class). The one page of summary will be marked from 5 points. You will be marked from 3 points for your integration of other sources, our previous discussions, the readings we've been discussing. You will be marked from another 2 points for professionalism, appropriate scholarly style, etc. All of the pages of these 2 assignments should also, in some way, link to your thesis intentions.

Assignment #6

This 'chapter' of your thesis can blend some of the material from your previous assignments for this course. I will be marking it thus: 5 for clear professional writing style; 5 for integration of all the

discussions and speakers in class during the semester; 5 for creativity, insightfulness, depth of analysis; 5 for it's overall integrity, richness of research and scholarship.

CLASS SCHEDULES AND AGENDA

NOTE: the following agenda will be refined during the first meeting of the class (our plan depends on how many students sign up). BUT: presenters must also recognize that the process may become delayed here and there during our time together. You must be prepared for your own presentation but it is also possible that our vibrant discussions may move back one or two presentations. It is sometimes necessary B indeed vital for mental health B for us to adapt to the flow of circumstances. Also note: 15 minute breaks will be given when there=s a natural pause in our discussions.

Session # 1, Sept. 11

- . Introductions
- . Refinement of outline and agenda (What do you want? Why are you here?)
- . Discussion of some of the videos we might view this semester: Pedophiles; Uncertain Journey: Families Coping with Serious Mental Illness; From a Secret Place: Families Coping with the Coming out process; Play Therapy; Psychological Residuals of Slavery; Mothers and Sons: The Crucial Connection; Family Secrets: Implications for theory and therapy; Gender Differences in treating depression; &&&...)
- . Summary of points to be noted for in the assigned readings
- . A description of what I mean by >Extreme Journaling= and why I believe it is an important skill
- . Vocabulary: Emphasis that each person has words they=re unsure of/ unfamiliar with/ feel uncomfortable with and we as a group will >unpack= and explore those words. We will look at the many >Big Lies= that the capitalist/ patriarchal/ religious fundamentalist world might have been telling us about >family=, >couples=, >caring=, >motherhood=, etc.
- . May begin **Rural social work & mental health** video
- . Assignment of our book reviews and dates for presenting them
- . Each student writing a summary of identifying info and theme areas of interest

Session # 2, Sept. 18

- . Comments / follow up on assigned readings
- . Show & Tell
- . Quick overview of Jungian concepts
- . New Vocabulary
- . Rural social work video & mental health video
- . Possible viewing of professional videos as the class has selected
- . Possible Extreme Journaling exercise

Session # 3, Sept. 25

- . Comments/ follow up on assigned readings
- . Show & Tell
- . New Vocabulary
- . Possible viewing of more case study/ professional videos as the class has selected
- . Possible Extreme Journaling exercise

Session # 4, Oct. 2

- . Guest speakers from women's organizations and from the social work community

No class because of holiday.

Session # 5, Oct. 16 (beginning of first round of book reviews/ facilitated discussions)

- . Comments/ follow up on assigned readings
 - . Discussion of guest speakers
 - . Show & Tell
 - . New Vocabulary
 - . Viewing of more case study/ professional videos as the class has selected
 - . Extreme Journaling
 - . Book Review presentations and discussion by student _____
-

Session # 6, Oct. 23

- . Comments/ follow up on assigned readings
 - . Show & Tell
 - . New Vocabulary
 - . Viewing of more case study/ professional videos as the class has selected
 - . Extreme Journaling .
 - Book review presentation and discussion by students _____
-

Session # 7, Oct. 30

- . Comments/ follow up on assigned readings
 - . Show & Tell
 - . New Vocabulary
 - . Viewing of more case study/ professional videos as the class has selected
 - . Extreme Journaling
 - . Book review presentation and discussion by students _____
-

Session # 8, Nov. 6

- .Comments/ follow up on assigned readings
 - . Show & Tell
 - . New Vocabulary
 - . Viewing of more case study/ professional videos as the class has selected
 - . Extreme Journaling
 - . Book Review presentations and discussion by student _____
-

Session # 9, Nov. 13

- .Comments/ follow up on assigned readings
 - . Show & Tell
 - . New Vocabulary
 - . Viewing of more case study/ professional videos as the class has selected
 - . Extreme Journaling
 - Book Review presentations and discussion by student _____
-

Session # 10, Nov. 20 (second round of book reviews/ facilitated discussions)

- .Comments/ follow up on assigned readings
 - . Show & Tell
 - . New Vocabulary
 - . Viewing of more case study/ professional videos as the class has selected
 - . Extreme Journaling
 - Book Review presentations and discussion by student _____
-

Session # 11, Nov. 27

- .Comments/ follow up on assigned readings
 - . Show & Tell
 - . New Vocabulary
 - . Viewing of more case study/ professional videos as the class has selected
 - . Extreme Journaling
 - Book Review presentations and discussion by student _____
-

Session # 12, Dec. 4

- . Comments/ follow up on assigned readings
- . Show & Tell
- . New Vocabulary
- . Viewing of more case study/ professional videos as the class has selected. Extreme Journaling
- . Review and summary of what we have learned and where we planned to go with this learning...

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*One who is ready to go on the exploration called truth has to be ready also to commit many errors, mistakes **B** has to be able to risk. One may go astray, but that is how one arrives. Going many many times astray, one learns how not to go astray. Committing many mistakes, one learns what is a mistake and how not to commit it. Knowing what is error, one comes closer to what is truth. It is an individual exploration; you cannot depend on others= conclusions.*

Osho, p. 16, Courage, The Joy of Living Dangerously

RECOMMENDED TEXTS/ SHOW AND TELL

At the beginning of each session we will allocate a few minutes to pass around books we have found helpful in our learning journey. At this time in the class schedule additional articles or resources (addresses, names, upcoming speakers, etc.) can be shared. The intention underpinning this practice is to encourage an ongoing sense of peer supervision and scholarly networking among students. It is my belief that this is a necessary trait for success in the wider professional world of social work.

Recommended Purchases/ Readings Writing/ Thinking/ Technical Skills

Barker, Robert L. (1999) The Social Work Dictionary. Washington, DC: the National Association of Social Workers Press.

Brooker, Peter. (2001) A Concise Glossary of Cultural Theory. Madison Avenue, New York: Oxford University Press Inc.

Cropley, Arthur J. (2001) Creativity in Education and Learning: A Guide for Teachers and Educators. Pentonville Road, London: Kogan Page.

Hawthorn, Jeremy. (1998) A Concise Glossary of Contemporary Literary Theory. Fifth Avenue, New York: Arnold, a member of the Hodder Headline Group.

Humm, Maggie. (1995) The Dictionary of Feminist Theory. Ohio State University Press.

Johnston, R. J. and Derek Gregory, Geraldine Pratt, Michael Watts. Ed. (2000) The Dictionary of Human Geography. Cowley Road, Oxford: Blackwell Publishers.

Payne, Michael. Ed. (1999) A Dictionary of Cultural and Critical Theory. Cowley Road, Oxford: Blackwell Publishers.

Rodale, J. I. (1978) The Synonym Finder. Avenue of the Americas, New York: Warner Books.

RECOMMENDED

Jungian and Men=s Healing

- Bly, Robert and Marion Woodman. (1998) The Maiden King: The Reunion of Masculine and Feminine. New York: Henry Holt and Company
- Carlson, Kathie. (1990) In Her Image, The Unhealed Daughter=s Search for Her Mother. Boston: Shambhala.
- Hall, James A. (1980) Jungian Dream Interpretation. A Handbook of Theory and Practice. Toronto: University of Toronto Press.
- Hannah, Barbara (1997) Jung: His Life and Work. Illinois: Chiron Publications.
- Hillman, James. (1996) The Soul=s Code In Search of Character and Calling. New York: Warner Books.
- Johnston, Anita A. (1996) Eating in the Light of the Moon. New Jersey: Carol Publishing Group.
- Moore, Thomas. (1996) The Re-Enchantment of Everyday Life. New York: Harper Perennial.
- Moore, Thomas. (1994) Care of the Soul, A Guide for Cultivating Depth and Sacredness in Everyday Life. New York: Harper Perennial.
- Noll, Richard. (1997) The Aryan Christ: The Secret Life of Carl Jung. New York: Random House.
- Qualls-Corbett, Nancy. (1982) The Sacred Prostitute Eternal Aspect of the Feminine. Toronto: University of Toronto Press.
- Pinkola Estés, Clarissa. (1992) Women Who Run with the Wolves. New York: Ballantine Books.
- Sharp, Daryl. (1991) Jung Lexicon, A Primer of Terms and Concepts. Toronto: University of Toronto Press.
- Thomson, Lenore. (1998) Personality Type, An Owner=s Manual. Boston: Shambhala.
- Woodman, Marion. (1992) Leaving My Father=s House, A Journey to Conscious Femininity. Boston: Shambhala.
- Woodman, Marion. (1982) Addiction to Perfection: The Still Unravished Bride. Toronto: University of Toronto Press.
- Von Franz, Marie-Louise. (1980) On Divination and Synchronicity. Toronto: University of Toronto Press.
- Von Franz, Marie-Louise. (1980) Alchemy: An Introduction to the Symbolism and the Psychology. Toronto: University of Toronto Press.
- Zweig, Connie and Steve Wolf. (1997) Romancing the Shadow: A Guide to Soul Work For A Vital, Authentic Life. New York: The Ballantine Publishing Group.
- Zweig, Connie and Jeremiah Abrams. (Editors) (1991) Meeting The Shadow, The Hidden Power of the Dark Side of Human Nature. New York: Penguin Putnam Inc.

RECOMMENDED

The Stone Centre

Dinnerstein, Dorothy. (1987) The Rocking of the Cradle and the Ruling of the World. London: The Women=s Press.

Gilligan, Carol., Rogers, Annie., and Deborah Tolman. (Editors) (1991) Women, Girls & Psychotherapy: Reframing Resistance. New York: Harrington Park Press.

Gilligan, Carol., Ward, Janie Victoria., and Jill McLean Taylor. (Editors) (1988) Mapping the Moral Domain, A Contribution of Women=s Thinking to Psychological Theory and Education. Cambridge: Harvard University Press.

Gilligan, Carol. (1982) In a Different Voice, Psychological Theory and Women=s Development. Cambridge: Harvard University Press.

Jordan, Judith V., Kaplan, Alexandra G., Baker Miller, Jean., Stiver, Irene P., and Janet L. Surrey. (1991) Women=s Growth in Connection, Writings From The Stone Center. New York: The Guilford Press.

Matthews, Caitlin. (1997) In Search Of Women=s Passionate Soul: Revealing The Daimon Lover Within. Rockport: Element Books Inc.

RECOMMENDED

Feminist Therapy Institute

Brown, Laura S., and Mary Ballou. (Editors) (1992) Personality and Psychopathology, Feminist Reappraisals. New York: The Guilford Press.

Brown, Laura S., and Maria P.P. Root. (Editors) (1990) Diversity and Complexity in Feminist Therapy. New York: Harrington Park Press.

Chesler, Phyllis., Rothblum, Esther D., and Ellen Cole. (Editors) (1995) Feminist Foremothers in Women=s Studies, Psychology, and Mental Health. New York: Harrington Park Press.

DeChant, Betsy. (Editor) (1996) Women and Group Psychotherapy, Theory and Practice. New York: The Guilford Press.

Hamilton, Jean A., Jensvold, Margaret F., Rothblum, Esther D., and Ellen Cole. (Editors) (1995) Psychopharmacology from a Feminist Perspective. New York: Harrington Park Press.

Hill, Marcia., and Esther Rothblum. (Editors) (1996) Classism and Feminist Therapy: Counting Costs. New York: Harrington Park Press.

Hurtado, Aida. (1996) The Color of Privilege: Three Blasphemies on Race and Feminism. Ann Arbor: University of Michigan Press.

Kaschak, Ellyn. (1987) Engendered Lives A New Psychology of Women=s Experience. New York: BasicBooks.

McLellan, Betty. (1995) Beyond Psychoppression, A Feminist Alternative Therapy. Australia: Spinfex.

Rave, Elizabeth J. and Carolyn C. Larsen. (1995) Ethical Decision Making in Therapy, Feminist

Perspectives. New York: The Guilford Press.

ADDITIONAL INTERESTING READING

Abrams, Rebecca. (1997) The Playful Self: Why Women Need Play In Their Lives. London: Fourth Estate.

Ballenger, Bruce and Barry Lane. (1996) Discovering The Writer Within: Forty Days To More Imaginative Writing. Cincinnati: Writer=s Digest Books.

Bane, Rosanne. (1999) Dancing In The Dragon=s Den: Rekindling The Creative Fire In Your Shadow. York Beach: Nicolas Hays, Inc.

Bender, Sheila. (1998) Writing Personal Poetry: Creating Poems From Your Life Experiences. Cincinnati: Writer=s Digest Books.

Breathnach, Sarah Ban. (1999) The Illustrated Discovery Journal: Creating a Visual Autobiography of Your Authentic Self. New York: Warner=s.

Boles, Janet K. and Diane Long Hoeveler. (1996) From The Goddess To The Glass Ceiling: A Dictionary Of Feminism. London: Madison Books.

Bunch, Charlotte. (1987) Passionate Politics: Essays On Feminist Theory And Action. New York: St. Martin=s Press.

Cameron, Julia. (1992) The Artist=s Way: A Spiritual Path To Higher Creativity. New York: Jeremy P. Tarcher / Putnam

Duran, Eduardo and Bonnie Duran. (1995) Native American Postcolonial Psychology. Suny: New York.

Ealy, C. Diane. (1995) The Woman=s Book OF Creativity. CaliFornia: Celestial Arts.

Felman, Shoshana and Laub, Dori. (1992) Testimony: Crises Of Witnessing In Literature, Psychoanalysis, and History. New York: Routledge.

Felshin, Ed. (1995) But Is It Art? The Spirit Of Art As Activism. Washington: Bay Press.

Fox, John. (1995) Finding What You Didn=t Lose: Expressing Your Creativity Through Poem-Making. New York: Penguin Putnam.

Fulton, Keith Louise. (1999) Put It In Writing: Outgrowing The Pain By Creating Change.@
Spider Women: A Tapestry OF Creativity And Writing. Ed. Joan Turner and Carole Rose.
Winnipeg: Gordon Publishing Inc.

Gelb, Michael J. (1998) How To Think Like Leonardo da Vinci: Seven Steps To Genius Every

Day. New York: Dell Publishing.

Gil, Eliana. (1994) Play In Family Therapy. New York: GuildFord Press.

Godwin, Malcolm. (2000) Who Are You? 101 Ways oF Seeing Yourself. New York: Penguin.

Garfield, Patricia. (1997) The Dream Messenger: How Dreams Of The Departed Bring Healing Gifts. New York: Simon & Schuster.

Hill, Richard. (1994) Native American Expressive Culture. Vol. XI, Numbers 3 And 4, Fall/Winter. New York: Akwe:kon Press.

Holly, Mary Louise. (1989) Writing To Grow: Keeping A Personal-Professional Journal. Portsmouth: Heinemann Educational Books, Inc. hooks, bell. (1995) Art On My Mind. New York: The New Press.

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