

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SOCW442, SOCIAL WORK WITH VICTIMS OF ABUSE

Social Work is a profession which creatively works with individuals, families, groups, communities, and society at large to promote human development and challenge inequality. It is concerned with individual and structural change and the eradication of oppression based on race, ethnicity, language, religion, marital status, gender, sexual orientation, age, abilities, economic status, political affiliation, national ancestry, and all other forms of oppression. To accomplish any degree of change on all of these levels/ in these multiple locations we benefit from cultivating every type of knowledge: intuitive, intellectual, content, practical, etc.

Dates: Mon. July 7 - Fri. July 11, 2008
Time: 9:00 - 5:00, Terrace campus
Professor: Si Transken, Phd, RSW, MA Candidate
Contacts: si@unbc.ca; sitran@telus.net 960-6643

Consultation: If you are interested in discussing your work please email or phone and arrange an appointment. By arranging an appointment in advance we will have each other's undivided, focussed, and organized attention. I am always available to you through email and I am always available within a day or two if you make an appointment.

Classroom Protocol: My hope is that people will feel really motivated to attend all classes. Given that 20% of marks are given for attendance and participation I may pass around a sign-in and sign-out sheet to ascertain who in fact is present. Signing in means that you have arrived on time and stay for the whole session (i.e. arriving, signing, leaving, returning is not "attending" -- and this is just as it would be to say 'hello' to your clients in an agency and walk past them and out the door to return at the end of the day and expect your clients to have made progress; and to expect your coworkers to find this kind of behaviour endearing...).

In addition to how I go about assigning the 20% marks I will be reviewing and contemplating attendance sheets when I consider how students are progressing on their assignments. In cases where a student has been making the extra effort to attend and participate but is still struggling with the material I will feel motivated to make the extra effort and offer special assistance and resources.

Please note: simply bringing your physical self to the class does not in itself guarantee you full marks for "participation". "Participation" involves reading the material, engaging in scholarly discussions, volunteering for role plays, actively demonstrating that you are an effective professional wanting to enrich the learning experience for your peers, imaginatively and dynamically enhancing the sense of this room being a vibrant learning context, etc. In some

cases I may deduct marks from 'participation' when you have been asked to be part of a group assignment and have not attended your group's meetings or done your share of the group's chosen tasks, etc. In the past there have been situations where someone substantively let down their group - and this came to my attention through every other member of the group complaining, etc.

These classes as forums for participating, testing of new ideas, experimenting with solutions to problems, etc. Therefore, my wish is that students will always feel safe and respected by me and by their peers in this classroom. We are welcome to have divergent views, values, assessments, etc. but these should be expressed in mature, kind, and nonjudgmental ways. My belief about this classroom experience is that we are preparing students to enter the field as team players, effective facilitators, ethical activists, and responsible "peer supervisors".

This classroom is one of the main forums through which students will be solidifying strengths, skills, practices, and protocols. I will be regularly asking people to share their views. Sometimes speaking up in class involves a risk. In recognition of that I want it to be known that I expect people to make mistakes. I appreciate it when people have "tried on" an idea, expressed it, let their peers add new information, and then sometimes decided to let go of this idea. Personal and professional growth always involves experimentation with, the **examination** of, and the adding and subtracting of ideas. It comforts my heart that you will make your mistakes here, among your strong peers, rather than when you are alone with a vulnerable client in the future. Only the dead never make mistakes. Dead people are restricted from signing up for this class.

When I ask for participation in class please do not go beyond what feels safe for you. As an adult in a respectful environment I want every student to feel entitled to say "pass" if some specific topic is too uncomfortable for them, if they feel they do not have something they need to add to the discussion, and/or if they just feel that this specific day is not a day when they want the spot light on them. Please push your own limits (re shyness, comfort speaking in groups, etc.) but not in ways that you will regret the next morning.

Ethics: My expectation is that students will be able to link the readings and discussions with the Social Work Code of Ethics. An active demonstration of an understanding of the code is necessary for success in this course. It is assumed that by this time in your academic career you have become familiar with this document and its intentions.

Fun: Consider this: most of your clients already know how to suffer. Most of us in social work already know how to suffer. How many people know how to play, create, experiment, safely engage with their inner child, frolic, go on constructive quests and adventures? Therefore, if at any moment you are actually enjoying the learning in this classroom or the assignments, please don't feel nervous. This is a good and wholesome thing. Please bring your full intelligence and full

imagination with you to class at all times. Please remember that there are a few wrong answers to the work we do with victims of violence but **there are many right answers; the most vital thing is your attitude of extreme kindness and continual compassionate gentle curiosity.**

Course Plan: I am a very organized person but I am also flexible and creative. I want to emphasize that I have learned to leave some 'space' for each group of students to customize the course according to their interests and according to some issues which may arise during the semester in the news. It is also important that we accommodate (each semester is different) to the size of the room, the time of day the course is offered, what kind of library support, etc. is available to us, etc. In the first session we will be accomplishing an overview about how we will be moving forward together; the readings; the expectations around creativity and journaling. In the first session we will be defining our terms of reference and locating ourselves in regards to the ways 'victimization' can be conceptualized and responded to. We will be experimenting with these theories in a somewhat messy eclectic way.

In the following sessions the insights from the main assigned books 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 and career plans. We will be doing in-class writing exercises, viewing videos, and using role-plays and discussion groups to deepen and integrate our learning. The last half or so of the program will involve us viewing videos and doing discussions of many case studies. If you have not been doing the reading and the journaling your responses (which are expected to be on the spot the way they would be in a counselling or social action context in a real agency) will not be mature, honouring, spontaneous, effective, etc.

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). In regard to each objective **I hope we will develop our content knowledge and our process knowledge.**

1. To deeply (i.e. on the intuitive, intellectual, spiritual, etc. levels) understand the meanings, manifestations, and consequences of sexism, racism, classism, homophobia, ableism, 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 approaches to practice in our work with victims of abuse (in response to individuals, groups, communities).

3. To 'quicken' our response time and enhance our spontaneity. To practice and refine our counselling skills such as listening, divergent thinking, advanced empathy, effective communicating, summarizing and reflecting feelings, the gentle art of confrontation,

integrating multiple relevant truths, knowing how to get out of our own way...

4. To deepen the ongoing practice of critical (and **not 'critical' as in scathing but 'critical' as in independent and courageously compassionately thoughtful**) personal reflection and professional knowledge-building through the process of writing and group discussions. To know how to do 'self care' and when to do 'self care'. Working with victims of abuse can cause soul injuries and we, as practitioners, need to know how to insure our own boundaries, well-being, integrity, strength, etc.

5. Some of the basics of Expressive Arts Therapy will be introduced and integrated with our content knowledge.

Assignments and Grades:

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|----|-----|--|
| #1 | 30% | 3 two page journal summaries worth 10 points each(done in class at the end of each day) |
| #2 | 10% | in class presentation of a case (group assignment)on Friday |
| #3 | 40% | 15-page scholarly summary of your in-class case (you may add information in an appendix and this is not part of the 15 pages). This will be due some time after the in class course concludes. |
| #4 | 20% | Dynamic participation / attendance |

Due Dates: #1 end of the day on Mon., Tues., Wed.
 #2 Friday (and time slots as negotiated)
 #3 To be received on Aug. 1 by 4:00 in whichever campus you are closest to.

NOTE: All assignments other than the in class journal assignments must be typed (unless computer access doesn't exist in our context) or they will not be accepted. All assignments must be handed in hardcopy (i.e. no emails)(I've learned to say this over and over because inevitably there will be a couple of people at the last minute who try to send me emails!). "Handing in" means your have put the assignment in my mailbox at the Prince George campus (i.e. that is where this course is being offered so if you hand it in at one of the other campuses then you must hand it in a few days earlier). Your assignments will be marked and placed outside my office door in the plastic 'shelf envelopes'. If they are not picked up within 3 weeks of my putting them there they may be discarded. If you want them picked up and are unable to do so yourself you should assign a classmate or friend to come get them for you. Unless a doctor's slip is provided or some other extraordinary situation has arisen I will not accept assignments after the due date. You will simply have to let go of those marks for that assignment. I do this, with intention and mindfulness. It is an

important dimension of your evolving professionalism to know how to manage deadlines. As a social worker, when you work in an agency and you have to show up for court with a client (for example) when the time is passed it has passed. Simple. And showing up in court two days later does nothing of worth for your client. The judge, the client, the lawyers - they are entirely uninterested in your personal problems and your personal stress level. **My expectation that you hand in assignments on time is not motivated by a perverse eccentric harshness - it is motivated by my sense of responsibility toward your future clients and your future co-workers .**

Also: Please make a formal cover page for all of your assignments. On this cover page please include the following: your full name, student number, phone number, best hours to contact you, your email address if you have one, and what this assignment is (i.e. what number it is). I would also like you to **note what mark you are expecting to receive and your detailed rationale for that expectation.** And as you offer that mark for yourself know that the department of social work has specific guidelines that you should familiarize yourself with (i.e. an A = Exceptional and not every piece of work handed in by every person is exceptional). A handout about marks will be given on the first day of class. Your guidance about your marks and expectations will, in turn, assist me to know how to teach you and direct you.

Role Plays/ Discussion/ Participation: At any time in class I may ask students to do a role play with me and/or with each other. During these moments it will become apparent whether or not you have been keeping up with the reading. It is expected that you will have scanned all of the assigned readings by the end of the first class and that you will read them in the order mapped out below. I have attempted to organize the number of weekly pages of reading so there is a balance as the semester moves forward - but you may want to skip ahead to section which interest you and which most relate to your presentation and your other assignments.

This reading plan and outline is intended as a guide to assist you with developing your style in regards to the journaling assignment (and this will serve you well for the journaling assignments given to you in other courses in our program). I recommend that you quickly familiarize yourself with Julia Cameron's approach to dis-covering and invoking and investing your own creativity. My belief is that all of these books are interesting, worthwhile, relevant to many other courses you might take, and give us many practical insights into working with wounded people. The reading is the content and process knowledge that you are expected to effectively and imaginatively integrate into all of your in-class activities/ assignments.

I have chosen a "luck of the draw approach" regarding role plays/ discussion circles/ clients assigned, etc. because real life is like that. You can not always chose who your next client will be; what they will say; who your co-workers will be or which theories they will be using in their responses to you. We will be watching video clips in class. The issues / contexts/ stories presented will be imagined as actual clients who've just walked in the door. You will be expected to

respond to them - on the spot; just as you would in an agency context.

Journal Assignments: Briefly, these pages will be powerful summaries that intelligently and substantively demonstrate an integration of the learnings from class, from the readings, from your previous scholarly and emotional work. This first assignment also helps me to know where you're at and how I can help you. Your papers will be marked in this way: 3 points for an effective summary of what was discussed in class and your own personal/ professional engagement with that material; 3 points for your writing style and scholarship; 4 points for creativity and scholarly depth.

In class presentation of a case (group assignment). You will be marked in this way: 3 points for group cohesion / respect and grace; 3 points for integrating the required readings into your material/ presentation; 4 points for professionalism and effective creative display. The entire classroom group will do their best to give you immediate verbal feedback and you will be responsible for integrating that feedback into your final report.

15-page scholarly summary of your in-class case (you may add information in an appendix and this is not part of the 15 pages) This final report should be an effective summary of the issue you've selected/ case study you've selected - and that should be linked to everything else that has gone on in the course. You will be marked in this way: 10 points for scholarly professional presentation and integration of the required readings; 10 points for creative organization and display of ideas/ material/ the case study's specifics; 10 points for depth, notation of the specifics you're the community of Prince Rupert (re the actual services, etc. that might work in response to the concerns your case raises).

Additional Considerations: If you are having problems with the material and/or with your assignments (and if you've done your reading and if your professional peers have been consulted) please arrange an appointment and we can discuss your situation.

Also: There may be additional learning experiences blended into the above agenda. For example: Speakers may be invited in should they be available. We will be watching a variety of videos; some of them we will use for only a 'clip' which we will then respond to as a group of clinicians and/or in role plays. Many of these are news clips or excerpts from shows like W5. There are some videos which we will watch which are clinical videos designed to give us the opportunity to witness the helper/client relationship evolving.

SPECIFIC AGENDA: There will also be some adaptations to this agenda as interesting cases are discussed in the news or if something very relevant arises in the community we will integrate these 'cases' into our course work. There will be additional handouts given in class. I expect these articles, newspaper clippings, etc. to be integrated into your discussions and assignments. I will check your bibliography to see if you have been taking notes from this course enrichments and I will be puzzled if you've made no reference to the many materials I bring to class.

- July 7 Session #1: Course outline, introductions, overview of the required readings and handouts.
- July 7 Session #2: Note: Overview of some core social work concepts and some of Si's background that relates to violence issues. Commentary on various contexts/ research she's worked with.
- July 8 Session #3: Overview of key concepts such as: the slinky model, identity pegs, Jungian approaches, feminist approaches, structural approaches, polyvocality, intersectionality, etc.
- July 8 Session #4: More discussion of violence/ power issues and creativity for healing.
- July 9 Session #5: Vicarious traumatization, self-care, setting boundaries, journaling for healing and professional growth, the consequences of down-sizing and budget cutbacks on victims of abuse and on us as professionals/ activists
- July 9 Session #6: Truth, Lies, Sex and Offenders; residential school abuses, racism, organizational dynamics and abuse
- July 10 Session #7: Criminal harassment and bullying.
- July 10 Session #8: Incest, wife abuse, long-term/ short-term family dynamics and silencing, the multi-generational consequences of abuse
- July 11 Session #9: Summary of what's been learned so far, review of the assigned readings, select viewing of videos/ sections of videos in preparation for case studies
- July 11 Session #10: Case study presentations and discussions

The following students will present in this order:

Videos/DVDS we may be watching:

Various clips from the news, from documentaries, from Hollywood

movies with abuse scenes. I have accumulated many tapes of victims of various kinds of abuse telling their stories of disclosure/ healing/ resistance.

Thompson Highway talking about his life, creativity, healing and First Nations struggles

Truth, Lies and Sex Offenders. New York: Guilford Publications, Inc.

Duke University Medical Centre. (1993) Hospitals Without Walls. Division of Social and Community Psychiatry Department of Psychiatry Duke University Medical Centre.

Duke University Medical Centre. (1996) Uncertain Journey: Families Coping With Serious Mental Illness. Division of Social and Community Psychiatry Department of Psychiatry Duke University Medical Centre.

Heller, Karin and Bill Domonkos. (1993) From A Secret Place, America's Families Cope with the Coming Out Process of Gay and Lesbian Youth. New York: Guilford Publications, Inc.

Lerner, Steve. (1996) She's Leaving Me, A Four-Stage Treatment Model for Men Struggling with Relationship Loss. New York: Guilford Publications, Inc.

Lerner, Steve. (1995) Making Divorce Work, A Clinical Approach to the Binuclear Family. New York: Guilford Publications, Inc.

Lerner, Steve. (1994) Family Secrets, Implications for Theory and Therapy. New York: Guilford Publications, Inc.

Lerner, Steve. (1993) Who's in the Kitchen, Helping Men Move Toward the Center of Family Life. New York: Guilford Publications, Inc.

REQUIRED

Cameron, Julia. (1996) The Vein of Gold. New York: Putnam (Or: one of her other 'workbooks' such as Walking in This World or Artists Way. I will trust each student to use a book which THEY HAVE NOT used in a previous course with me or a previous context in their life.

Malmo, Cheryl and Toni Suzuki Laidlaw. (1999) Consciousness Rising. Charlottetown: Gynergy.

Various websites and handouts as discussed/ handed out in class.

HIGHLY RECOMMENDED

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

Brooker, Peter. (1999) A Concise Glossary of Cultural Theory. Madison

Avenue, New York: Arnold Student Reference.

Graveline, Fryre Jean. (1998) Circle Works; Transforming Eurocentric Consciousness. Halifax, Nova Scotia: Fernwood Publishing.

Page, Steve. (1999) The Shadow and the Counsellor; Working With the Darker Aspects of the Person, Role, and Profession. NY, New York: Routledge.

Rodale, J.I. (1978) The Synonym Finder. NY, New York: Warner Books.

RECOMMENDED Creativity

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

Chesler, Phyllis and Rothblum, Esther D., and Cole, Ellen Eds. (1995) Feminist Foremothers In Women's Studies, Psychology, And Mental Health. Binghamton: Harrington Park Press.

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.
- hooks, bell. (1997) Wounds Of Passion. New York: Henry Holt and Company Inc.
- hooks, bell. (1994) Outlaw Culture: Resisting Representations. New York: Routledge.
- hooks, bell. (1994) Teaching To Transgress: Education As The Practice Of Freedom. New York: Routledge.
- Kramarae, Cheris and Paula A. Treichler. (1985) A Feminist Dictionary. London: Pandora Press
- Landsberg, Michele. "Creative School Program Refines Art of Learning." H1 The Toronto Star. July 8, 2000.
- Langer, Ellen J. (1997) The Power OF Mindful Learning. New York: A Merloyd Lawrence Book.
- Metzger, Deena. (1992) Writing For Your Life: A Guide And Companion To The Inner Worlds. New York: HarperCollins Publishers.
- Maisel, Eric. (1999) Deep Writing: 7 Principles That Bring Ideas to LiFe. New York: Jeremy P. Tarcher/Putnam.
- Marx Hubbard, Barbara. (1998) "Awakening To Our Genius: The Heroine's Journey." The Fabric OF The Future: Women Visionaries Illuminate The Path To Tomorrow. Ed. Berkeley: Conari Press.
- Mayberry, Maralee And Ellen Cronan Rose. (1999) Meeting the Challenge: Innovative Feminist Pedagogies in Action. New York: Routledge.
- McClanahan, Rebecca. (1999) Word Painting: A Guide to Writing More

Descriptively. Ohio: Writer's Digest Books.

- McNiff, Shaun. (1992) Arts As Medicine: Creating Therapy of the Imagination. Boston: Shambhala.
- Metzger, Deena. (1992) Writing For Your Life: A Guide And Companion To The Inner Worlds. New York: HarperCollins Publishers.
- Osho. (1999) Creativity: Unleashing The Forces Within. New York: St. Martin's Griffin.
- Parameswaran, Uma Ed. (1996) Quilting A New Canon: Stitching Women's Words. Toronto: Sister Vision: Black Women and Women of Colour Press.
- Perkins-Reed, Marcia. (1996) Thriving In Transition: Effective Living In Times OF Change. New York: A Touchtone Book.
- Putnam, Dana, Dorothy Kidd, Elaine Dornan and Patty Moore. Ed. (1995) The Journal Project: Dialogues And Conversations Inside Women's Studies. Toronto: Second Story Press.
- Randall, William Lowell. (1995) The Stories We Are: An Essay on Self-Creation. Toronto: University of Toronto Press Incorporated.
- Richards, Dick. (1995) Artful Work: Awakening Joy, Meaning, And Commitment In The Workplace. New York: The Berkley Publishing Group.
- Shearar, Cheryl. (2000) Understanding Northwest Coast Art: A Guide To Crests, Beings, And Symbols. Toronto: Douglas And McIntyre.
- Smith, Dorothy E. (1999) Writing The Social: Critique, Theory, And Investigations. Toronto: University of Toronto Press Incorporated.
- Spender, Dale Ed. (1983) Feminist Theorists: Three Centuries Of Women's Intellectual Traditions. London: The Women's Press Limited.
- Snider, Jason. Ed. (2000) Tales From The Couch: Writers On Therapy. New York: Harper Collins.
- Terr, Lenore. (1999) Beyond Love And Work: Why Adults Need To Play. New York: Touchstone.
- Tuhiwai Smith, Linda. (1999) Decolonizing Methodologies: Research And Indigenous Peoples. Zed Books: New York.
- Turner, Joan and Carole Rose. (Ed.) (1999) Spider Women: A Tapestry OF Creativity And Healing. Manitoba: Gordon Shillingford Publishing Inc.
- Virshup, Evelyn. (Ed.) (1993) California Art Therapy Trends. Chicago: Magnolia Street Publishers.
- Wells, Valerie. (1990) The Joy OF Visualization: 75 Creative Ways To Enhance Your Life. San Francisco: Chronicle Books.

- Wischild, Louise. Ed. (1991) She Who Was Lost Is Remembered: Healing From Incest Through Creativity. Vancouver: Raincoast Book Distribution.
- Wolper, Andrea. (1995) "Making Art, Reclaiming Lives: The Artist And Homeless Collaborative". But Is It Art? Ed. Nina Felshin. Seattle: Bay Press.
- Wurtzel, Elizabeth. (1998) Bitch: In Praise Of Difficult Women. New York: Double Day 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.
- Qualls-Corbett, Nancy. (1982) The Sacred Prostitute Eternal Aspect of the Feminine. Toronto: University of Toronto Press.
- Page, Steve. (1999) The Shadow and the Counsellor: Working with the Darker Aspects of the Person, Role and Profession. London: Routledge.
- 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. (Editor) (1997) Women's Growth in Diversity, More Writings from the Stone Centre. New York: The Guilford 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.

RECOMMENDED

Women's Healing

Brown, Laura S. (1994) Subversive Dialogues, Theory in Feminist Therapy. New York: BasicBooks.

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.
- Transken, Si and Others. (2002) Outlaw Social Work; the unsecret stories and poems. Transformative Collectives.