

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 656**

**SOCIAL WORK PRACTICE WITH LGBTQ+ POPULATIONS**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**E-mail:**

**Telephone:**

**Office Location:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:** 3 credits/15 weeks

**Method of delivery:** [Note: In-person/hybrid/online]

**Prerequisites:** Completion of foundation MSW course work or with permission from the instructor

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**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, mezzo, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This course is designed to provide students with an in-depth and critical understanding of social work practice issues related to individuals who are lesbian, gay, bisexual, transgender, and queer (+) (LGBTQ+), which includes intersex, two-spirit, demisexual, asexual, pansexual, omnisexual, their families, and the communities in which they live. A variety of perspectives (e.g., historical, political, sociological, policy) are examined throughout the course to assist students in understanding the complexity and dynamics of the person-in-environment perspective when working with LGBTQ+ individuals. The course builds on foundation content in the areas of human behavior in the social environment, practice, policy, and research, and further advances and integrates these content areas through the readings and class discussions.

The course examines micro, mezzo, and macro-level social work issues affecting LGBTQ+ individuals and communities. Students will move through an advanced understanding of sexual orientation, gender identity, and gender expression, affirming models of practice, stages of coming out, parenting, human rights, developmental issues, homo/transphobia, domestic violence, intersectionality concerns, risk, and protective factors, along with social welfare policy and advocacy.

This course stresses a deepening of professional understanding, self-reflection, and professional application of LGBTQ+ affirming practice skills. Students are encouraged to develop critical thinking skills as they examine the course material to appreciate the strengths and limitations of their knowledge base.

**Relationship to Other Courses**

This advanced elective course focuses on practice with LGBTQ+ populations. This course complements the foundation and advanced level required courses within the graduate social work program.

**Prerequisites:** Completion of500 level courses; Completion of 1st level internship (SWFI 530, SWFI 530S, SWFI 531, and SWFI 531S) or concurrent enrollment with SWFI 531 and SWFI 531S.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS) and Practice Behaviors (PB)

**Competency 2: Engage Diversity and Difference in Practice**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Journal of Self Awareness | Knowledge, Values, Skills, Cognitive & Affective Processes |
| **Assignment** | Group Case Presentation and Paper | Knowledge, Values, Skills |
| **Assignment** | Discussion Forum on Integrated Practice | Knowledge, Skills |
| **Assignment** | Final Paper: Implications for LGBTQ+ Practice | Knowledge, Values, Skills, Cognitive & Affective Processes |

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Group Case Presentation and Paper | Knowledge, Values, Skills |
| **Assignment** | Final Paper: Implications for LGBTQ+ Practice | Knowledge, Values, Skills, Cognitive & Affective Processes |

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Group Case Presentation and Paper | Knowledge, Values, Skills |
| **Assignment** | Discussion Forum on Integrated Practice | Knowledge, Skills |
| **Assignment** | Final Paper: Implications for LGBTQ+ Practice | Knowledge, Values, Skills, Cognitive & Affective Processes |

**Competency 6: Engage Diversity and Difference in Practice**

| **Assignment** | Journal of Self Awareness | Knowledge, Values, Skills, Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Group Case Presentation and Paper | Knowledge, Values, Skills |
| **Assignment** | Discussion Forum on Integrated Practice | Knowledge, Skills |
| **Assignment** | Final Paper: Implications for LGBTQ+ Practice | Knowledge, Values, Skills, Cognitive & Affective Processes |

**Methods of Instruction**

**Sakai**

This course will be conducted via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered 100% online. Participants are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as Voice Thread work better with Firefox.
* Regular internet access for a minimum of 10 hrs./week (per course)
* Daily reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements.

Note that aside from students and instructors, other members of the Loyola team such as instructional designers, IT specialists, guest speakers, course evaluators, and teaching assistants may access the course.

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk [ITSServiceDesk@luc.edu](mailto:ITSServiceDesk@luc.edu). Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)  
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)  
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)  
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)  
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)  
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based upon criterion-referenced grading.  The Description of Assignments section of this document reviews the specific points for each assignment.  In general, letter grades are assigned using the criteria below:

| **Letter Grade** | **Description** | **Grades and Values** |
| --- | --- | --- |
| **A** | Overall performance is**Exceptional –**includes grammar, sentence structure, application of course content, use of references/resources, etc. | A  4.00 /96-100%  A- 3.67 /92-95% |
| **B** | Overall performance is **Good –** written work not as polished as above, ideas not as fully developed, but still includes important course content, references, etc. | B+ 3.33/88-91%  B   3.00/84-87%  B-  2.67/80-83% |
| **C** | Overall performance is **Acceptable** - work meets basic expectations set by Instructor. A grade of C- requires that social work majors (BSW/MSW) retake the course. | C+ 2.33/76-79%  C    2.0 /72-75%  C-  1.67/68-71% |
| **D** | Overall performance is **Poor - student** must retake the course. | D+ 1.33/64-67%  D   1.00/60-63% |
| **F** | Overall performance is **Unsatisfactory** - student fails the course. Effects of a final grade of F may vary by the academic program. See Student Handbook. | F  0/Below 60% |
| **I** | At the discretion of the section Instructor, a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted. **Requirements for submission of Final grade differ by degree. See Student Handbook.** | |

### **Grading Scale**

| **Grade** | **Percentage (%)** |
| --- | --- |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

## DESCRIPTION OF ASSIGNMENTS

All assignments must be submitted prior to/or on the date and time indicated on the course syllabus. Assignments submitted after those dates may not receive comments from the instructor, but rather just a final grade with an appropriate reduction in grade (10% per day). ***To receive a passing grade for the course, all assignments must be completed and submitted.***

**PLEASE NOTE: Assignments are due on the specified date noted on this syllabus. All papers must be APA formatted. Students must submit all assignments via Sakai. No email copies or hard copies of papers will be accepted.**

## Graded Assignments

Assignment One 15 points

Assignment Two 25 points

Assignment Three 15 points

Assignment Four 35 points

Participation & Attendance 10 points

Total 100 points

**Rubric for Grading Assignments**

A total of 5 points will be allocated for APA formatting for assignments 1, 2, 3, and 4.

The total points allocated for appropriately following assignment guidelines and inclusion of a clear narrative, critical thinking, integration of key theories and perspectives, organization and clarity of content follows: For assignment 1 and 3 (10 points), for assignment 2 (20 points) and for assignment 4 (30 points).

*Students are strongly encouraged to support one another on any group assignment(s) and communicate with the instructor in a timely manner if there are any challenges along the way.*

*Students are strongly encouraged to utilize the Writing Center prior to submission of their papers**if necessary.*

Papers are due at midnight on the due date listed in this syllabus and assignments are to be uploaded via Sakai in Microsoft Word document format. Assignments will be downgraded by 5 points for each day they are late. Assignments will not be accepted more than 2 days late. If a student does not submit the assignment in the necessary time period stated above, they will receive a zero for the assignment.

**ASSIGNMENTS**

**Assignment One: Journal of Self Awareness [DUE DATE] (15 points)**

There are several objectives for this journal assignment. The first is to encourage you to begin to develop self-awareness around your feelings, concerns, and curiosities about diverse identities, gender, sexual orientation, gender identity, gender expression, and human sexuality. Many of these issues are some of the most personal for our clients and it is imperative that we be aware of our own knowledge and competencies - as well as our biases, limitations, and areas for continued growth.

Please note that this paper and its content are strictly confidential, and it is essential that you be honest with yourself and with the instructor about the following content areas. Content gleaned from the journal will assist with a deepened understanding and potentially altering of course content throughout the semester.

Compose a 5-7 page typewritten, APA format, Microsoft Word document, self-awareness journal that reflects upon the following areas. Allow your feelings and thoughts to lead the process of your writing. Do not become “stuck” on responding to each prompt or direction, rather write as you feel necessary to convey your self-awareness related to:

* Start with an introduction about yourself and class aspirations related to learning about social work practice with the LGBTQ+ community. What questions do you have about sexual orientation, gender identity/expression, and LGBTQ+ issues relevant to this course? Why did you take this course? Where do you think you will struggle?
* How did you formulate an awareness of gender, sexual orientation, and gender identity throughout your early childhood development and how does that continue to evolve today?
  + *What are your assumptions about gender, gender identity, gender expression, and where do they come from?*
* What internal and external factors shaped your gender, gender identity, gender expression and sexual orientation in positive, neutral or negative regards?
  + *What about the role of power, privilege, equity, and access?*
* Explore your first experiences with LGBTQ+ people, culture, community, etc.
* Discuss your experiences, history, reflections and questions regarding your own gender, gender identity, gender expression, sexual orientation, internalized “isms”, biases and phobias and experiences with heterosexism, homophobia, transphobia, cisgender bias, bi-erasure, heteronormativity, etc., and the compounding complexities and intersectionality of race, culture, class, ethnicity, religion, spirituality, ability/disability, etc.
  + *Know that it is a strength to be able to identify* *your own cisgender bias, homophobia, transphobia, heteronormativity, cis-bias, ableism, racism, sexism, xenophobia, etc., and other areas for continued professional growth as a social worker.*
* In what ways are you, or are you not, homophobic, heterosexist, etc.? Do you hold and promote heteronormative assumptions, binary thinking and ideologies? How do you raise consciousness and manage this?
* How are you an ally to the broader LGBTQ+ community. What ways have you earned or consciously attempted to be an ally that has not been performative (e.g., simply attending an LGBTQ+ pride parade)?
* Conclude with a couple of paragraphs describing your feelings about completing this assignment and exploration of self-awareness.

**Assignment Two: Practice with LGBTQ+ Clients: Group Case Presentation & Paper Due: Modules 5-8 (25 points)**

**Group Case Presentation**: 5 groups will work together in teams of 4-5 students to present a case on practice with an LGBTQ+ client. The case materials will be provided during week 2 of the course. The thirty-minute ppt presentation should be presented as if you are in a clinical team meeting. Each member of the team must contribute to presenting the case. You will have up to 30 minutes to present the following components of the case, followed by leading 15 minutes of discussion for the 45-minute case presentation. Case presentations must include the following sections:

1. Client background and presenting problem
2. Therapeutic approach, theories, models (based upon literature review)
3. Social work practice challenges and ethical considerations
4. Questions for class consideration
5. Resource list (8-10 articles, books, videos, web resources)

**Group Paper**: Due the week after your case presentation, via Sakai, you must submit a case presentation group paper between 8-10 pages long in APA format in a Microsoft Word document. The paper will follow a similar format as the ppt presentation and must include the following sections (note that page expectations exclude cover page and reference pages):

1. Client background and presenting problem
   1. Add literature review relevant to the case with citations (2-3 pages)
2. Therapeutic approach, theories, models
   1. Add literature review relevant to the case with citations (2-3 pages)
3. Social work practice opportunities and challenges, as well as ethical considerations (2-3 pages)
4. Resource list (8-10 articles, books, videos, web resources)
5. Copy of your ppt from the case presentation
6. Individual Student Reflections (1-2 pages for each student - submitted separately)
   1. Discuss your thoughts reflecting upon the case study. What did you learn about working with your group to create an impactful presentation?
   2. What did you learn about practice efforts and methods with your case scenario? How will this be helpful moving forward in your post-graduate work and future case presentations?
   3. Discuss how your thoughts about the case evolved before, during, and after the presentation. What more would you like to learn about practice with LGBTQ+ clients?

**Assignment Three: Discussion Forum on Integrated Practice [DUE DATE] (15 points)**

This assignment will include posting and replying to a discussion forum focusing on integrated and affirming practice (e.g., spanning micro, mezzo, and macro frameworks) with LGBTQ+ clients. In preparation for this discussion forum, please note the following:

Your initial response is due by **[DUE DATE]** with responses to two other student discussion forum postings which are due by **[DUE DATE]**.

The topic for the discussion forum follows:

*Discuss the importance of integrated practice with one segment of the LGBTQ+ community. Be sure to touch upon all three frameworks and how they are relevant. Be sure to reflect upon your past or present field experiences or practice experiences in the field. Why do you think integrated practice can be most effective in your role as a social worker? Be sure to use at least two citations for your forum posting.*

Each discussion forum is worth 15 points total. You will receive a total of 5 points for your initial posting and a total of 10 additional points for responding to two other students. All initial postings and responses must be written professionally using APA formatting to receive the full 15 points.

**Assignment Four: A Closer Examination: Implications for LGBTQ+ Practice [DUE DATE] (35 points)**

This final paper and oral class presentation will focus specifically on a segment of practice with members of the LGBTQ+ community of interest to you professionally. The paper must clearly illustrate and underscore how it will impact your practice skills and development. The goal is to expand knowledge related to the LGBTQ community, affirm practice skills, and professional development as a social worker.

* First choose a segment of the community with which you are most interested in learning about and know the least about (e.g., lesbians, non-binary folks, bisexual men, members of the trans community, etc.)
* Next consider intersectionality factors and topics of interest to you such as:
  + Aging and age cohort differences
  + Coming out across the lifespan, differences associated with SO/GI
  + Risk factors: substance use, suicide, IPV, HIV, STIs
  + Gender, gender identity, gender non-conformity
  + Race, ethnicity, and culture
  + Family issues (e.g., adoption, foster care, growing up in a same-sex family, etc.)
  + Culture/subculture communities
* Compose an 8–10-page paper (excluding cover page and references), including ample literature (e.g., 2-3 required readings, 6-8 journal articles, and/or book chapters for a total of 8-11 references) and use an appropriate number of citations throughout the paper. Suggested page lengths are provided, and the paper must be typewritten, and follow standards of APA format in a Microsoft Word document. Be prepared to present a 2-minute oral class presentation on your reflection section (which will be written at the end of your paper) during our last class.

Please follow this draft outline to meet the requirements of the final paper:

* Cover Page (1 page)
* Introduction (1/2 to 1 page): Provide an overview for the paper and topic
* Background & History: Include statistics surrounding your LGBTQ+ population and intersectionality/topical issue(s)
  + Please note that all narrative sections should be appropriate to your topic with subheadings to assist with the flow of the paper (3-5 pages)
* Connection to Social Work Practice and Social Justice (3-5 pages): Explore effective interventions, models, theories, and treatments for this segment of the LGBTQ+ population and discuss the implications for practice
  + Be sure to consider affirming theories, models, and service delivery factors in addition to the promotion of social justice with appropriate citations
  + Please note that all narrative sections should be appropriate to your topic with subheadings as needed to assist with the flow of the paper
* Conclusions (1-2 pages)
* Reflection (1-2 pages): Examine why you chose this topic and what knowledge was gained as a result. What are the professional implications, lessons learned, areas for your continued growth and development, etc?
  + Think back and re-read your first self-awareness assignment for this class. Where have you grown? Where do you continue to struggle?
  + Please note: this section will assist you with your 2-minute oral class presentation
* References (1-2 pages)

Please submit the topic and draft outline of your paper (1 paragraph) via email *on or before* **[DUE DATE].**

You will present your topic and reflection during our final class with an oral presentation and overview of your work (2-3 minutes maximum). There is no need to create a PowerPoint presentation. Each student will simply share areas of learning and growth.

**REQUIRED TEXT**

* Dentato M. P. (Ed.). (2017). *Social work practice with the LGBTQ community: The intersection of history, health, mental health and policy factors*. New York, NY: Oxford University Press.

**RECOMMENDED TEXT**

Argüello, T. M. (Ed.). (2019). Queer social work: Cases for LGBTQ+ affirmative practice. New York, New York: Columbia University Press.

\*\*All additional resources/readings/learning materials are available online via Sakai.

**RESERVE**

The primary texts as well as other relevant supplementary books are on reserve for this course in Lewis Library.

#### **COURSE SCHEDULE**

**Prior to First Class [Date]**

**No Class: Prepare for Module 1**Prior to the start of the semester, students should prepare for module 1 by purchasing the required text (or accessing an online version), reviewing the course syllabus, expectations, and assignments, and completing all required readings for module one. Students should also check all technology for online/hybrid sections of this course pertaining to the use of Zoom, camera, internet speed, and review the Sakai site.

* Purchase required text (print/online copies available via Oxford University Press, Amazon

or the LUC Library)

* Review syllabus, assignments, weekly schedule, due dates, and course expectations
* Complete all required readings for Module 1
* Check technology related to use of Zoom, Sakai, camera, internet speed, etc.

#### **Module 1 [Date]**

**Introductions, Course Expectations, Historical Perspectives and Understanding Differences**

This module includes an introduction to the course, course expectations, and overview of assignments. The module will also introduce students to the history of the LGBTQ+ equality movement, with a focus on the 1950s-present, as well as sociopolitical implications across the decades associated with oppression, equity, and equality. Students will also discuss bio/psycho/social/spiritual perspectives of practice across micro, mezzo and macro practice frameworks. Lastly, the topic of consciousness raising, and self-awareness will be examined so that students begin assessing the impact of their own biases, stereotypes, and assumptions.

**Learning Objectives**

1. Explore LGBTQ+ history with a focus on the equality movement (1950s-present)
2. Discuss sociopolitical implications on generations of LGBTQ+ folks moving through decades of oppression and prejudice to affirmation, equity, and empowerment
3. Examine bio/psycho/social/spiritual perspectives of practice with LGBTQ+ clients
4. Discuss the need to raise self-awareness and consciousness related to heteronormativity, homophobia, transphobia, bi-erasure, cisgender bias, and the intersectionality of racism, classism, ageism, xenophobia, etc.

**Required Content**

* Chapter 1: A History of Community: Marching Toward LGBTQ Equality
* Chapter 2: Understanding Differences & Definitions: From Oppression to Sexual Health and Practice
* Article (2018): [The State of LGBTQI Rights Around the World](https://www.weforum.org/agenda/2018/06/lgbti-rights-around-the-world-in-2018/)
* TED Talk (2019): [A Short History of Trans People’s Long Fight for Equality](https://www.ted.com/talks/samy_nour_younes_a_short_history_of_trans_people_s_long_fight_for_equality)
* Pullin, Z. “[Two Spirit: The Story of a Movement Unfolds](https://www.kosmosjournal.org/news/two-spirit-the-story-of-a-movement-unfolds/)”. Native Peoples Magazine, May 2014

**Recommended Content**

* Video (2018): [Six Major Moments in Queer History Beyond Stonewall](https://www.them.us/story/queer-history-beyond-stonewall?utm_brand=them&utm_social-type=owned&utm_source=facebook&utm_medium=social)
* Article: [Homosexuality and the Holocaust](https://encyclopedia.ushmm.org/content/en/article/persecution-of-homosexuals-in-the-third-reich?fbclid=IwAR3MEZn6MJxVE2mDtuGgCqpGUNhRLIioh5qvVBR-5NNo5RQxkOFumcyTFis)
* Article: [Fifty Years After Stonewall LGBT Rights are a Work in Progress](https://apnews.com/a58a7a0d07ab4bf3910840f78ffb2979)
* Craig, S. L., Dentato, M. P., Messinger, L., & McInroy, L. B. (2014). Educational determinants of readiness to practise with LGBTQ clients: Social work students speak out. *The British Journal of Social Work*, *46*(1), 115-134.
* Ghaziani, A., Taylor, V., & Stone, A. (2016). Cycles of sameness and difference in LGBT social movements. *Annual Review of Sociology*, *42*, 165-183.
* Poindexter, C.C. (1997). Sociopolitical antecedents to Stonewall: Analysis of the origins of the gay rights movement in the United States. *Social Work*, *42*(6), 607-615.

**Module 2 [Date]**

**Identity Development & Coming Out**

This module will examine identity development and coming out theories, stages, and phases for LGBTQ+ populations across the lifespan, as well as address conflation factors that may occur related to differences pertaining to sexual orientation compared to gender identity. Supports and barriers to identity development and coming out will also be examined related to systems that either facilitate support or create barriers for LGBTQ+ populations.

**Learning Objectives**

1. Examine models of identity development among sexual and gender diverse populations
2. Explore coming out processes and re-closeting across the life span
3. Assess impact and relevance of psychosocial and environmental supports and barriers

**Required Content**

* Chapter 4: Identity Development
* Chapter 5: The Coming Out Process
* Ted Talk (2017): [How I’m Bringing Queer Pride to My Rural Village](https://www.ted.com/talks/katlego_kolanyane_kesupile_how_i_m_bringing_queer_pride_to_my_rural_village?referrer=playlist-on_coming_out)
* Choose 1 of the recommended content items below

**Recommended Content**

* Dentato, M.P., Craig, S.L. & Messinger, L., Lloyd, M. & McInroy, L.B. (2013). Outness among LGBTQ social work students in North America: The contribution of environmental supports and perceptions of comfort. *Social Work Education: The International Journal, 33*(4), 485-501.
* Logie, C. H., Bogo, M., & Katz, E. (2015). “I didn’t feel equipped”: Social work students’ reflections on a simulated client coming out. *Journal of Social Work Education*, *51*(2), 315-328.
* Klein, K., Holtby, A., Cook, K., & Travers, R. (2015). Complicating the coming out narrative: Becoming oneself in a heterosexist and cissexist world. *Journal of Homosexuality*, *62*(3), 297-326.
* Robbins, N. K., Low, K. G., & Query, A. N. (2016). A qualitative exploration of the “coming out” process for asexual individuals. *Archives of Sexual Behavior*, *45*(3), 751-760.
* Zimman, L. (2009). 'The other kind of coming out': Transgender people and the coming out narrative genre. *Gender & Language*, *3*(1), 53-80.

**Module 3 [Date]**

**LGBTQ+ Affirming Practice & Minority Stress Theory**

This module continues the exploration of consciousness raising, self-awareness, and navigating personal biases that may impact practice with LGBTQ+ populations. Affirming practice models and theories including minority stress theory will be examined in addition to discussion pertaining to navigating practitioner countertransference, self-disclosure, boundaries, and the need for engaging in authentic forms of allyship.

**Learning Objectives**

1. Discuss navigating stereotypes, assumptions, biases, bi-erasure, homophobia, transphobia, heteronormative ideology, heterosexism, cissexism, and cisgender bias
2. Discuss minority stress theory, as well as affirming models of care and strengths-based practice skills
3. Explore the impact of practitioner transference, countertransference, self-disclosure, and boundary setting
4. Examine the ongoing process of developing and sustaining actionable, authentic, and non-performative allyship with LGBTQ+ clients

**Required Content**

* Chapter 11: Affirming & Strengths-Based Models of Practice
* Chapter 12: Incorporating Minority Stress Theory into Clinical Practice with Sexual Minority Populations
* Read: [Here’s what a good LGBTQ ally looks like](https://www.vox.com/identities/2019/6/22/18700875/lgbtq-good-ally)
* Wagaman, M. A., Shelton, J., & Carter, R. (2018). Queering the social work classroom: Strategies for increasing the inclusion of LGBTQ persons and experiences. *Journal of Teaching in Social Work*, *38*(2), 166-182.

**Recommended Content**

* Heck, N. C., Flentje, A., & Cochran, B. N. (2013). Intake interviewing with lesbian, gay, bisexual, and transgender clients: Starting from a place of affirmation. *Journal of Contemporary Psychotherapy*, *43*(1), 23-32.
* Meyer, I. H. (2015). Resilience in the study of minority stress and health of sexual and gender minorities. *Psychology of Sexual Orientation and Gender Diversity,* 2, 3, 209-213.
* Rostosky, S. S., Black, W. W., Riggle, E. D., & Rosenkrantz, D. (2015). Positive aspects of being a heterosexual ally to lesbian, gay, bisexual, and transgender (LGBT) people. *American Journal of Orthopsychiatry*, *85*(4), 331-338.
* Shipman, D., & Martin, T. (2019). Clinical and Supervisory Considerations for Transgender Therapists: Implications for Working with Clients. *Journal of marital and family therapy*, *45*(1), 92-105.

**Module 4 [Date]**

**Health & Mental Health Factors**This module explores the intersection of health and mental health factors faced by individual subpopulations of the LGBTQ+ community as well as collective risk and protective factors while underscoring coping, adaptation, and resilience. Urban and rural population differences are examined, as well as the importance of telehealth and telebehavioral health.

**Learning Objectives**

1. Explore the intersection of LGBTQ+ health and mental health factors, equity, and social and economic justice
2. Discuss key health and mental health risk and protective factors across each sub-population of the LGBTQ+ community
3. Examine differences related to health and mental health across rural, urban and global LGBTQ+ populations and implications for practice, including behavioral telehealth

**Required Content**

* Chapter 3: Advancing Social and Economic Justice
* Chapter 20: An Examination of Health & Mental Health Factors Impacting the LGBTQ Community
* Article (2016): [LGBT Healthcare: Building Inclusive Rural Practices](https://www.ruralhealthinfo.org/rural-monitor/lgbtq-healthcare/)
* Swenson, I., Gates, T. G., Dentato, M. P., & Kelly, B. L. (2021). Strengths-based behavioral telehealth with sexual and gender diverse clients at Center on Halsted. *Social Work in Health Care*, *60*(1), 78-92.

**Recommended Content**

* Bidell, M. P. (2017). The Lesbian, Gay, Bisexual, and Transgender Development of Clinical Skills Scale (LGBT-DOCSS): establishing a new interdisciplinary self-assessment for health providers. *Journal of Homosexuality*, *64*(10), 1432-1460.
* Fredriksen-Goldsen, K. I., Simoni, J. M., Kim, H.-J., Lehavot, K., Walters, K. L., Yang, J., . . . Muraco, A. (2014). The health equity promotion model: Reconceptualization of lesbian, gay, bisexual, and transgender (LGBT) health disparities. American Journal of Orthopsychiatry, 84(6), 653-663.
* Johnson, K. C., LeBlanc, A. J., Deardorff, J., & Bockting, W. O. (2020). Invalidation experiences among non-binary adolescents. *The Journal of Sex Research*, *57*(2), 222-233.
* Kattari, S. K., Curley, K. M., Bakko, M., & Misiolek, B. A. (2020). Development and validation of the trans-inclusive provider scale. *American Journal of Preventive Medicine, 58(5), 707-714.*
* Kattari, S. K., Walls, N. E., Speer, S. R., & Kattari, L. (2016). Exploring the relationship between transgender-inclusive providers and mental health outcomes among transgender/gender variant people. *Social work in health care*, *55*(8), 635-650.

**Module 5 [Date]**

**Practice with the Lesbian Community**

This module focuses on practice with members of the cisgender lesbian community as well as various intersectional factors associated with race, class, and age (among others) across the lifespan. Students will engage in a case presentation and discuss micro, mezzo, and macro practice implications.

**Learning Objectives**

1. Discuss the intersectionality of gender, sexual orientation, and lifespan experiences
2. Examine micro, mezzo, and macro level practice interventions
3. Engage in a discussion pertaining to a specific case example
4. Explore: [The Life of Audrey Lorde](https://www.poetryfoundation.org/poets/audre-lorde)

**Required Content**

* Chapter 13: Practice with the Lesbian Community: A Roadmap to Effective Micro, Mezzo and Macro Interventions
* NY Times Article and Video (2019): [The Renegades](https://www.nytimes.com/interactive/2020/04/13/t-magazine/butch-stud-lesbian.html?referringSource=articleShare)

Case Discussion: The Case of Shira: Trying to Conceive (Leitch in Argüello, 2019)

Focus on Theory/Modality: Narrative & Feminist Therapy, Relational Cultural Theory

* + Rausch, M.A. & Wikoff, H.D. (2017). Addressing concerns with lesbian couples experiencing fertility treatment: Using Relational Cultural Theory. *Journal of LGBT Issues in Counseling*, 11(3), 142-155.
  + Hayman, B., Wilkes, L., Halcomb, E.J., & Jackson, D. (2015). Lesbian women choosing motherhood: the journey to conception. *Journal of GLBT Family Studies*, 11(4), 395-409.

**Recommended Content**

* Aranda, F., Matthews, A. K., Hughes, T. L., Muramatsu, N., Wilsnack, S. C., Johnson, T. P., & Riley, B. B. (2015). Coming out in color: Racial/ethnic differences in the relationship between level of sexual identity disclosure and depression among lesbians. *Cultural Diversity and Ethnic Minority Psychology*, *21*(2), 247-257.
* Hines, J. M. (2012). Using an anti-oppressive framework in social work practice with lesbians. *Journal of Gay & Lesbian Social Services*, *24*(1), 23-39.
* Biaggio, M., Coan, S., & Adams, W. (2002). Couples therapy for lesbians: Understanding merger and the impact of homophobia. *Journal of Lesbian Studies, 6*(1), 129-138.
* Lehavot, K., & Simoni, J.M. (2011). The impact of minority stress on mental health and substance use among sexual minority women. *Journal of Consulting and Clinical Psychology, 79*(2), 159-170.
* Rabin, J.S., & Slater, B.R. (2005). Lesbian communities across the United States: Pockets of resistance and resilience. *Journal of Lesbian Studies,* 9, (1/2), 169-182.

**Module 6 [Date]**

**Practice with the Gay Male Community**

This module focuses on practice with members of the cisgender gay male community as well as various intersectional factors associated with race, class, and age (among others) across the lifespan. Ageism, body dysmorphia, and the AIDS epidemic will also be discussed. Students will engage in a case presentation and discuss micro, mezzo, and macro practice implications.

**Learning Objectives**

1. Examine practice and the impact of gender and racial privileging among cisgender gay men
2. Discuss age cohort differences including ageism, body dysmorphia, coming out, HIV/AIDS
3. Engage in a discussion pertaining to a specific case example
4. Examine micro, mezzo, and macro level practice interventions
5. Explore: [The Life of Harvey Milk](http://milkfoundation.org/about/harvey-milk-biography/)

**Required Content**

* Chapter 14: Practice with the Gay Male Community
* Han, C. S. (2007). They don't want to cruise your type: Gay men of color and the racial politics of exclusion. *Social Identities*, *13*(1), 51-67.
* Watch: [I’m gay and disabled and fine, thank you](https://www.youtube.com/watch?v=ZZUmUgmc5PE)

Case Discussion: The Case of Darrell: Diaspora and Dysphoria (Asukura in Argüello, 2019)

Focus on Theory/Modality: Minority Stress Theory and Trauma-Informed Practice

* + Pachankis, J. E. (2014). Uncovering clinical principles and techniques to address minority stress, mental health, and related health risks among gay and bisexual men. *Clinical Psychology: Science & Practice, 21*(4), 313-330.
  + Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. *Clinical Social Work Journal*, *43*(1), 25-37.

**Recommended Content**

* Bosley, A. (2011). Body image and eating disturbance in gay and bisexual men: A review. *Journal of GLBT Family Studies*, *7*(5), 457-469.
* Ferlatte, O., Oliffe, J. L., Louie, D. R., Ridge, D., Broom, A., & Salway, T. (2019). Suicide prevention from the perspectives of gay, bisexual, and Two-Spirit men. *Qualitative health research*, *29*(8), 1186-1198.
* Slater, L. Z., Moneyham, L., Vance, D. E., Raper, J. L., Mugavero, M. J., & Childs, G. (2015). The multiple stigma experience and quality of life in older gay men with HIV. *Journal of the Association of Nurses in AIDS Care*, *26*(1), 24-35.

**Module 7 [Date]**

**Practice with the Bisexual+ Community**

This module focuses on practice with members of the bisexual+ community as well as various intersectional factors associated with race, class, and age (among others) across the lifespan. The impact of bi-erasure, oppression from the greater LGBTQ+ community will also be examined. Students will engage in a case presentation and discuss micro, mezzo, and macro practice implications.

**Learning Objectives**

1. Explore the impact of oppression upon members of the bisexual+ community from within the LGT&Q community and other external and societal factors
2. Examine practice considerations with bisexual clients, biphobia, bi-erasure, mistrust, and need for clinical skill development
3. Engage in a discussion pertaining to a specific case example
4. Examine micro, mezzo, and macro-level practice interventions
5. Explore: [The Life of Frida Kahlo](https://bi.org/en/famous/frida-kahlo)

**Required Content**

* Highlights from Chapter 15 PPT: Practice with the Bisexual Community
* Denizet-Lewis, B. (March 20, 2014). [The Scientific Quest to Prove Bisexuality Exists](https://www.nytimes.com/2014/03/23/magazine/the-scientific-quest-to-prove-bisexuality-exists.html). *New York Times Magazine.*

Case Discussion: The Case of April: The Employee Assistance Program (Argüello, 2019)

Focus on Theory/Modality: Critical Race Theory and Narrative Therapy

* + Daftary, A.M.H. (2018). Critical race theory: An effective framework for social work research. *Journal of Ethnic & Cultural Diversity in Social Work*, 1-16.
  + Payne, M. (2006). An introduction to narrative therapy in *Narrative Therapy,* pp 5-18. Sage.

**Recommended Content**

* Flanders, C. E., Dobinson, C., & Logie, C. (2017). Young bisexual women’s perspectives on the relationship between bisexual stigma, mental health, and sexual health: A qualitative study. *Critical Public Health*, *27*(1), 75-85.
* Israel, T., & Mohr, J. J. (2004). Attitudes toward bisexual women and men: Current research, future directions. *Journal of Bisexuality*, *4*(1-2), 117-134.
* Rodríguez, J. M. (2016). Queer Politics, Bisexual Erasure. *lambda nordica*, *21*(1-2), 169-182.
* Scherrer, K. (2013). Culturally competent practice with bisexual individuals. *Clinical Social Work Journal*, *41*(3), 238-248.

**Module 8 [Date]**

**Practice with Transgender, Non-Binary, and Queer+ Communities**

This module focuses on practice with members of the transgender, non-binary, and queer communities as well as the role of affirmative care and practice, caregiver and parental concerns, and impact of systemic oppressors or support across micro, mezzo, and macro practice frameworks. The impact of transphobia and cissexism, as well as oppression from the greater LGBTQ+ community will also be examined. Students will engage in a case presentation and discuss micro, mezzo, and macro practice implications.

**Learning Objectives**

1. Explore practice considerations across the transgender, non-binary, queer+, and gender diverse communities
2. Discuss developmental issues, affirming standards of care, and parent/caregiver concerns with youth and adolescents
3. Engage in a discussion pertaining to a specific case example
4. Examine micro, mezzo, and macro-level practice interventions
5. Explore: [The Life of Marsha P. Johnson](https://www.biography.com/activist/marsha-p-johnson)

**Required Content**

* Chapter 16: Practice with Transgender and Gender Non-Conforming Clients
* Chapter 17: Practice with the Queer Community

Case Discussions

* + 1. The Case of Sara: The Worried Parents (Byers in Argüello, 2019)
  + 2. The Case of Jayden: Family Dinners (Kattari in Argüello, 2019)

Focus on Theory/Modality:

1. Family Systems Therapy/Individual and Family Therapy

* + - Ryan, C., & Diaz, R. (2011). *Family Acceptance Project: Intervention guidelines and strategies*. San Francisco: Family Acceptance Project.
    - Van Schalkwyk, G. I., Klingensmith, K., & Volkmar, F. R. (2015). Gender identity and autism spectrum disorders. *Yale Journal of Biology & Medicine*, *88*(1), 81-83.

2. CBT/Motivational Interviewing/Individual and Family Therapy

* + - Austin, A., & Craig, S. L. (2015). Empirically supported interventions for sexual and gender minority youth. *Journal of evidence-informed social work*, *12*(6), 567-578.
    - Duarté‐Vélez, Y., Bernal, G., & Bonilla, K. (2010). Culturally adapted cognitive‐behavior therapy: integrating sexual, spiritual, and family identities in an evidence‐based treatment of a depressed Latino adolescent. *Journal of clinical psychology*, *66*(8), 895-906.

**Recommended Content**

* Austin, A., & Craig, S. L. (2015). Transgender affirmative cognitive behavioral therapy: Clinical considerations and applications. *Professional Psychology: Research and Practice*, *46*(1), 21-29.
* Burdge, B.J. (2007). Bending gender, ending gender: Theoretical foundations for social work practice with the transgender community. *Social work*, *52*(3), 243-250.
* Dentato, M.P. (2014). Queer Communities (Competency and Positionality). NASW

Encyclopedia of Social Work, 1-13, Oxford University Press.

* Edwards-Leeper, L., Leibowitz, S., & Sangganjanavanich, V.F. (2016). Affirmative practice with transgender and gender nonconforming youth: Expanding the model. *Psychology of Sexual Orientation and Gender Diversity*, *3*(2), 165-172.
* Matsuno, E., & Budge, S. L. (2017). Non-binary/genderqueer identities: A critical review of the literature. *Current Sexual Health Reports*, *9*(3), 116-120.
* Richards, C., Bouman, W.P., Seal, L., Barker, M.J., Nieder, T.O., & T’Sjoen, G. (2016). Non-binary or genderqueer genders. *International Review of Psychiatry*, *28*(1), 95-102.
* Singh, A.A., Hays, D.G., & Watson, L.S. (2011). Strength in the face of adversity: Resilience strategies of transgender individuals. *Journal of Counseling & Development*, *89*(1), 20-27.

**Module 9 [Date]**

**The Impact of Trauma, Employment & Stressors: An Empowerment & Resilience Approach**

This module examines the role of trauma, stress, empowerment, and resilience across the lifespan and within specific settings such as the workplace, schools, assisted living facilities, etc. The impact of the global COVID-19 global health pandemic upon LGBTQ+ populations will also be discussed pertaining to isolation, anxiety, loneliness, etc. This module also focuses upon trauma informed practice and care standards and skills with LGBTQ+ individuals.

**Learning Objectives**

1. Explore the role of trauma across the lifespan and lived experiences and correlates of health, mental health and intersectionality based on various social identities
2. Assess the impact of key environmental stressors and strain (e.g., school, workplace, assisted living facilities, COVID-19 global health pandemic, isolation, loneliness)

**Required Content**

* Chapter 6: Trauma Impacts upon LGBTQ People: Implications for Lifespan Development
* Chapter 9: Employment, Stress and The Strengths Perspective
* Read: [Trauma Informed Approach for LGBTQ Youth](https://healthysafechildren.org/sites/default/files/Trauma_Informed_Approach_LGBTQ_Youth_2.pdf)
* Alessi, E. J., & Martin, J. I. (2017). Intersection of trauma and identity. In *Trauma, Resilience, and Health Promotion in LGBT Patients* (pp. 3-14). Springer.

**Recommended Content**

* Livingston, N. A., Berke, D. S., Ruben, M. A., Matza, A. R., & Shipherd, J. C. (2019). Experiences of trauma, discrimination, microaggressions, and minority stress among trauma-exposed LGBT veterans: Unexpected findings and unresolved service gaps. *Psychological Trauma: Theory, Research, Practice, and Policy*, *11*(7), 695-703.
* Meyer, I.H. (2010). Identity, stress, and resilience in lesbians, gay men, and bisexuals of color. *The Counseling Psychologist*, *38*(3), 442-454.
* Nadal, K.L., Wong, Y., Issa, M.A., Meterko, V., Leon, J., & Wideman, M. (2011). Sexual orientation microaggressions: Processes and coping mechanisms for lesbian, gay, and bisexual individuals. *Journal of LGBT Issues in Counseling*, *5*(1), 21-46.
* Richmond, K. A., Burnes, T., & Carroll, K. (2012). Lost in trans-lation: Interpreting systems of trauma for transgender clients. *Traumatology*, *18*(1), 45-57.

**Module 10 [Date]**

**Intersectionality: Race/Ethnicity, Age, Religion & Spirituality**

This module examines the role of race, ethnicity, age, religion, and spirituality upon practice with LGBTQ+ populations and the intersection with health and mental health conditions, role of affirming practice, and need for ongoing practitioner education and training.

**Learning Objectives**

1. Assess key differences across age and age cohorts within LGBTQ+ populations
2. Examine the complexities of racial/ethnic sexual and gender minority development
3. Explore the impact of religion and spirituality across oppressive and affirming considerations
4. Discuss strengths affirming practice across the lifespan related to age cohort, race/ethnicity, and religion/spirituality

**Required Content**

* Chapter 10: Aging within the LGBT Community: An Exploration of Life’s Challenges
* Chapter 21: LGBTQ People of Color with Mental Health Conditions: Considering Intersectionalities
* Chapter 7: Strengths Affirming Practice with LGBTQ Youth
* Choose 1 of the recommended content items below

**Recommended Content**

*Aging*

* Adams, M. (2016). An intersectional approach to services and care for LGBT elders. *Generations*, *40*(2), 94-100.
* Emlet, C. A. (2016). Social, economic, and health disparities among LGBT older adults. *Generations*, *40*(2), 16-22.
* Fredriksen Goldsen, K., & de Vries, B. (2019). Global aging with pride: International perspectives on LGBT aging. *The International Journal of Aging and Human* Development, 88(4) 315-324

*Race/Ethnicity*

* Balsam, K.F., Molina, Y., Beadnell, B., Simoni, J., & Walters, K. (2011). Measuring multiple minority stress: The LGBT people of color microaggressions scale. *Cultural Diversity and Ethnic Minority Psychology*, *17*(2), 163-174.
* Wilson, P. A., & Yoshikawa, H. (2007). Improving access to health care among African American, Asian and Pacific Islander, and Latino lesbian, gay, and bisexual populations. In *The health of sexual minorities* (pp. 607-637). Springer U.S.

*Religion/Spirituality*

* Beagan, B. L., & Hattie, B. (2015). Religion, spirituality, and LGBTQ identity integration. *Journal of LGBT Issues in Counseling*, *9*(2), 92-117.
* Kocet, M. M., & Curry, J. (2011). Finding the spirit within: Spirituality issues in the LGBT community. *Journal of LGBT Issues in Counseling*, *5*(3-4), 160-162.

*Youth*

* Asakura, K. (2016). It takes a village: Applying a social ecological framework of resilience in working with LGBTQ youth. *Families in Society*, *97*(1), 15-22.
* McInroy, L. B., & Craig, S. L. (2015). Transgender representation in offline and online media: LGBTQ youth perspectives. *Journal of Human Behavior in the Social Environment*, *25*(6), 606-617.
* Saltzburg, S., & Davis, T.S. (2010). Co-authoring gender-queer youth identities: Discursive tellings and retellings. *Journal of Ethnic & Cultural Diversity in Social Work, 19*(2), 87-108.

**Module 11 [Date]**

**Community Resources: Why Advocacy and Policy Matter**

This module examines mezzo and macro practice concerns related to policy practice, advocacy, affirming service provision and care (e.g., in-person and online) as well as the availability or lack of community resources in urban and rural settings and at the local, state, and federal level. The need for ongoing advocacy related to creation of affirming policies and rejection of harmful practices (e.g., conversion/reparative approaches) will also be discussed.

**Learning Objectives**

1. Examine the availability and gaps of community programming across urban, rural, and global communities (e.g., in person, online) at the local, state, and federal levels
2. Discuss the impact of advocacy, public policy, and politics upon resources and services
3. Discuss building a continuum of care and implications for community and agency programs

**Required Content**

* Chapter 18: Building Strengths Based and Empowering Continuums of Care for LGBTQ Youth
* Chapter 19: The Intersection of Policy and Practice: Advancing Civil Rights Equality and Equity
* 2019 Chicago Community Needs Assessment Data Summary

**Recommended Content**

* Espinoza, R. (2016). Protecting and ensuring the well-being of LGBT older adults: A policy roadmap. *Generations*, *40*(2), 87-93.
* The 2014 LGBT Community Center Survey Report: Assessing the Capacity and Programs of Lesbian, Gay, Bisexual, and Transgender Community Centers
* Williams Institute (May 2020): [Homelessness Among LGBT Adults in the US](https://williamsinstitute.law.ucla.edu/publications/lgbt-homelessness-us/)
* Woodford, M. R., Atteberry, B., Derr, M., & Howell, M. (2013). Endorsement for civil rights for lesbian, gay, bisexual, and transgender people among heterosexual college students: Informing socially just policy advocacy. *Journal of Community Practice*, *21*(3), 203-227.

**Module 12 [Date]**

**Substance Use, Addiction, Sexual Health, and HIV/AIDS**

This module examines best practices for assisting LGBTQ+ individuals who may be navigating substance use, addiction, sexual health concerns, and/or sexually transmitted infections (e.g., HIV/AIDS). Tenets and skills pertaining to sex positive social work practice will be explored as well as individual, couple, family, and group modalities along with crisis intervention skills.

**Learning Objectives**

* Examine best practices for navigating practice efforts related to substance use and addiction disorders (e.g., individual, group, couples, in person, online)
* Discuss the HIV/AIDS pandemic and role of crisis work, advocacy, education, prevention, and use of PreP
* Explore sexual health issues across sub-populations of LGBTQ+ communities

**Required Content**

* Chapter 22: Substance Use and Addiction
* Chapter 24: Health Disparities, HIV/AIDS, and Framing a Public Health Agenda
* Dentato, M. P., Ortiz, R., Orwat, J., Kelly, B. L., Gates, T. G., & Propper, E. (2019). Peer-Based Education and Use of the SBIRT Model in Unique Settings with Transgender Young Adults. *Journal of Social Work Practice in the Addictions*, *19*(1-2), 139-157.
* Choose 1 of the recommended content items below from HIV/AIDS, Sexual Health, and Risk Behaviors

**Recommended Content**

*Substance Use and Addiction*

* Dentato, M. P., Kelly, B. L., Lloyd, M. R., & Busch, N. (2018). Preparing social workers for practice with LGBT populations affected by substance use: perceptions from students, alumni, and service providers. *Social Work Education*, *37*(3), 294-314.
* Keuroghlian, A. S., Reisner, S. L., White, J. M., & Weiss, R. D. (2015). Substance use and treatment of substance use disorders in a community sample of transgender adults. *Drug and Alcohol Dependence*, *152*, 139-146.
* Mericle, A. A., de Guzman, R., Hemberg, J., Yette, E., Drabble, L., & Trocki, K. (2018). Delivering LGBT-sensitive substance use treatment to sexual minority women. *Journal of Gay & Lesbian Social Services*, *30*(4), 393-408.

*HIV/AIDS, Sexual Health, and Risk Behaviors*

* Chng, C.L., Wong, F.Y., Park, R.J., Edberg, M.C., & Lai, D.S. (2003). A model for understanding sexual health among Asian American/Pacific Islander men who have sex with men (MSM) in the United States. *AIDS Education and Prevention*, *15*(1 Supplement), 21-38.
* Patel, V. V., Masyukova, M., Sutton, D., & Horvath, K. J. (2016). Social media use and HIV-related risk behaviors in young black and Latino gay and bi men and transgender individuals in New York City: Implications for online interventions. *Journal of Urban Health*, *93*(2), 388-399.
* Rhodes, S. D., McCoy, T. P., Hergenrather, K. C., Vissman, A. T., Wolfson, M., Alonzo, J., ... & Eng, E. (2012). Prevalence estimates of health risk behaviors of immigrant Latino men who have sex with men. *The Journal of Rural Health*, *28*(1), 73-83.
* Silva‐Santisteban, A., Eng, S., de la Iglesia, G., Falistocco, C., & Mazin, R. (2016). HIV prevention among transgender women in Latin America: Implementation, gaps, and challenges. *Journal of the International AIDS Society*, *19*, 1-10.

**Module 13 [Date]**

**Coupling & Families: From Dating to Partnering, and the Impact of IPV**

This module examines practice with LGBTQ+ couples, partners, and families including dating patterns and norms, the impact of intimate partner violence, and trauma informed practice. Discussion will center upon queering partner formations and relationships, and highlight intersex, two-spirit demisexual, pansexual, and omnisexual populations, among others.

**Learning Objectives**

1. Explore heteronormative and queer partnering formations
2. Examine the role of forming families and unique formations, including urban and rural differences
3. Discuss best practices related to assisting LGBTQ+ clients with stress, strain, and services as a result of IPV

**Required Content**

* Chapter 8: Dating, Relationships, and Family Issues
* Chapter 23: Understanding the Impact of Intimate Partner Violence: Trends, Frameworks, and Treatments
* Choose one of the recommended items below

**Recommended Content**

* Gates, G. J. (2015). Marriage and family: LGBT individuals and same-sex couples. *The Future of Children*, 67-87.
* Moore, M. R., & Stambolis-Ruhstorfer, M. (2013). LGBT sexuality and families at the start of the twenty-first century. *Annual Review of Sociology*, *39*, 491-507.
* Pain, E. (2020). Queer polyfamily performativity: Family practices and adaptive strategies among LGBTQ+ polyamorists. *Journal of GLBT Family Studies*, *16*(3), 277-292.
* Perosa, L.M., Perosa, S.L., & Queener, J. (2008). Assessing competencies for counseling lesbian, gay, bisexual, and transgender individuals, couples, and families. *Journal of LGBT Issues in Counseling*, *2*(2), 159-169.
* [Williams Institute (2017): Same Sex Couples Data](https://williamsinstitute.law.ucla.edu/visualization/lgbt-stats/?topic=SS#density)

**Module 14 [Date]**

**Course Conclusions and Oral Presentation**This module will include discussion about implications for ongoing practice with LGBTQ+ populations across micro, mezzo and macro practice frameworks, need for continued self-awareness and consciousness raising, ongoing training and professional development, as well as advocacy and allyship. Students will present short oral summaries and key learning as a result of completing of their final papers and this course.

**Learning Objectives**

1. Present in-class oral summaries, learning, and conclusions from final papers
2. Discuss summary of practice implications across micro, mezzo, and macro frameworks with LGBTQ+ populations

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

**Professional Journals**

* Adolescence
* Child & Adolescent Social Work Journal
* Child Development
* Clinical Social Work Journal
* Journal of Adolescent Research
* Journal of Family Issues
* Journal of Gay & Lesbian Studies
* Journal of Gerontological Social Work
* Journal of Homosexuality
* Journal of LGBT Youth
* Journal of Social Work Education
* Journal of Social Work & Human Sexuality
* Journal of Human Behavior in the Social Environment
* Journal of Youth & Adolescence
* Social Work
* Social Work Education
* Youth & Society

**Professional Groups & Organizations**

* The Family Acceptance Project: [*http://familyproject.sfsu.edu/*](http://familyproject.sfsu.edu/)

The Family Acceptance Project is the only community research, intervention, education and policy initiative that works to decrease major health and related risks for lesbian, gay, bisexual and transgender (LGBT) youth, such as suicide, substance abuse, HIV and homelessness – in the context of their families.

* GLAAD:[*http://www.glaad.org/*](http://www.glaad.org/)

The Gay & Lesbian Alliance Against Defamation (GLAAD) amplifies the voice of the LGBT community by empowering real people to share their stories, holding the media accountable for the words and images they present, and helping grassroots organizations communicate effectively.

* GLSEN:[*http://www.glsen.org/cgi-bin/iowa/all/home/index.html*](http://www.glsen.org/cgi-bin/iowa/all/home/index.html)

GLSEN, the Gay, Lesbian & Straight Education Network, is the leading national education organization focused on ensuring safe schools for all students.

* Human Rights Campaign:[*http://www.hrc.org/*](http://www.hrc.org/)

The Human Rights Campaign is America's largest civil rights organization working to achieve lesbian, gay, bisexual and transgender equality.

* ILGA: <http://ilga.org/>

The International Lesbian, Gay, Bisexual, Trans and Intersex Association

ILGA’s aim is to work for the equality of lesbian, gay, bisexual, trans and intersex people and their liberation from all forms of discrimination. ILGA seeks to achieve this aim through the world-wide cooperation and mutual support of its members.

* LAMBDA Legal:[*http://www.lambdalegal.org/*](http://www.lambdalegal.org/)

Lambda Legal was founded in 1973 as the nation’s first legal organization dedicated to achieving full equality for lesbian and gay people.

* National Center for Transgender Equality: <https://www.transequality.org/>

NCTE was founded in 2003 by transgender activists who recognized the urgent need for policy change to advance transgender equality.

* National Gay & Lesbian Task Force*:* [*http://www.thetaskforce.org/*](http://www.thetaskforce.org/)

The mission of the National Gay and Lesbian Task Force is to build the grassroots power of the lesbian, gay, bisexual and transgender (LGBT) community.

* PFLAG: <http://community.pflag.org/Page.aspx?pid=194&srcid=-2>

Parents, Friends & Families of Lesbians and Gays (PFLAG) promotes the health and well-being of lesbian, gay, bisexual and transgender persons, their families and friends through: support, to cope with an adverse society; education, to enlighten an ill-informed public; and advocacy, to end discrimination and to secure equal civil rights.

* SAGE: <http://www.sageusa.org/index.cfm>

SAGE (Services and Advocacy for GLBT Elders) is the country's largest and oldest organization dedicated to improving the lives of lesbian, gay, bisexual and transgender (LGBT) older adults.

* Trevor Project: <http://www.thetrevorproject.org/>

The Trevor Project is the leading national organization providing crisis intervention and  
suicide prevention services to lesbian, gay, bisexual, transgender, and questioning youth.