

Sexual and Gender Diversity in Social Work

Instructor:

Email:

Office Address:

Office hours:

Catalog Course Description

This course provides foundation knowledge and general practice skills for working with lesbian, gay, bisexual, transgender, questioning individuals and those with other diverse sexual orientations and gender identities (LGBTQ+). Intersections of race/ethnicity, class, sexual orientation, gender identity, migration status, ability status, among others will be addressed along with ethical and legal issues which impact LGBTQ+ individuals and their families.

Course Overview

This course provides foundation knowledge and general practice skills for working lesbian, gay, bisexual, transgender, questioning individuals and those with other diverse sexual orientations and gender identities (LGBTQ+). Students will gain knowledge of LGBTQ+ historical and political perspectives, the development of LGBTQ+ identity-formation, health, mental health and familial issues, and LGBTQ+ issues across the life span including the coming-out process. The intersections of race/ethnicity, class, sexual orientation, gender identity, migration status, ability status, among others will be addressed along with ethical and legal issues that impact LGBTQ+ individuals and their families. Students will learn how to practice with LGBTQ+ clients in culturally informed ways, and resources for support and information will be identified. Class will consist of lecture and student discussion.

Place of Course in the Program

This is a survey course and an elective. There are no prerequisites. The purpose of this course is to provide the attitudes/values, knowledge, and skills as well as theoretical underpinnings to effectively serve LGBTQ+ individuals, families, and communities.

Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior;*

engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:

- Identify how social forces (e.g., stigma, discrimination, and prejudice) impact the health, mental health, and social functioning of LGBTQ+ populations.
- Apply at least two LGBTQ+-affirmative interventions in their clinical work with clients.

Attitudes/Values:

- Students will reflect on ways in which the core social work values of self-determination and identification, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, and how scientific inquiry all apply to practice with LGBTQ+ clients.
- Students will examine their personal values, gaining increased self-awareness to eliminate the influence of personal biases with respect to heterosexism and binary gender bias.
- Students will use a multidimensional, social justice, and multicultural framework to examine power, privilege, discrimination, and oppression.

Knowledge:

- Students will demonstrate comprehension, integration, and critical analysis concerning historical perspectives influencing the affirming treatment, protections, challenges, and conflicts associated with being LGBTQ+ in today's society.
- Students will gain knowledge about the diversity among LGBTQ+ identity and the coming out process across race, ethnicity, social class, and historical period, and the relationship between sexual orientation and gender identity in diverse populations.
- Students will gain knowledge about the inter-sectionality among individual, family and institutional factors, political and social policy factors, and social and cultural factors in maintaining or achieving positive health and mental health outcomes among LGBTQ+ individuals.
- Students will gain knowledge and understanding of professional ethics and legalities in the context of providing value-based social work services.
- Methods of community development and community organization will be discussed in order to provide competent, culturally-sensitive, and clinically appropriate social work practice, to protect the rights of individuals and families as well as to educate and advocate for human rights and social justice.

Skills:

- Students will apply course knowledge to practice at the individual, family, group, institutional, or community level in class discussions and written assignments; and
- Students will learn basic skills for competent practice with LGBTQ+ clients, such as how to engage, integrate, and empower LGBTQ+ individuals and families.
- Students will demonstrate an ability to integrate theories in case studies, role-plays, and class discussions.
- Students will illustrate LGBTQ+ affirmation practices and provide evidence of respect for diversity and difference in class.
- Students will build a culture of inclusivity within the class and demonstrate leadership competencies by viewing themselves as learners, listening with understanding and articulating the importance of difference in shaping life's experiences.
- Students will practice personal reflection and self-correction, applying standards of the National Association of Social Workers Code of Ethics

School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

Course Assignments

Self-Assessments (2 @ 10 points each)	20 points
Integration Papers (2 @ 20 points each)	40 points
Workshop Presentation	30 points
Class Participation	10 points

Assignments will be graded with attention to clarity of exposition, mastery of the material, accuracy of information, depth of analysis, and correct use of spelling, grammar, and sentence structure. All citations made in text must correspond to listings on the reference page, both of which must be according to the *Publication Manual of the American Psychological Association, 6th edition*. Late assignments will not be accepted unless previously approved by the instructor.

Self-Assessment

Conduct an assessment of your readiness to practice with LGBTQ+ clients. Specifically, provide an honest assessment of your attitudes/values, knowledge, and skills as they relate to LGBTQ+ populations. Provide an analysis of your strengths and limitations. **See pages 1 and 2 of the syllabus to help frame your assessment.** Your self-assessment should have an introductory statement, a section on attitudes/values, a section on knowledge, a section on skills, and a closing statement. You will not be graded on your current attitudes/values, knowledge, and skills. Instead, I am looking to see (a) what you still need to learn (or would like to learn) and (b) that you have thoughtfully assessed your current attitudes/values, knowledge, and skills. The self-assessment is due on Module 3. Please keep this assessment. You will refer back to it at the end of the semester when you write your second self-assessment, which is due on Module 13. For the second self-assessment, compare your attitudes/values, knowledge, and skills at the beginning of the course with those at the end of the course. What aspects of the course have helped to change/improve your attitudes/values, knowledge, and skills? If they have stayed the same, please explain why. **Your assessments should be at least 3 double-spaced pages but no more than 4 pages. Use Times New Roman 12-point font and 1" margins on all sides. A cover page and abstract is not necessary. Place your name at the top. You need to use at least two references for this paper that are NOT on the syllabus.**

Rubric for Self-Assessment

- Clearly states what still needs to be learned (4 points)
- Thoughtfully assesses current attitudes/values, knowledge, and skills. (4 points)
- Paper is clearly organized, well written and follows APA style (2 points)

Integration Paper Assignments

The integration paper assignments are designed to help you integrate assigned readings with class discussions and professional or personal experiences. You must write 2 of them. You are to organize your writing by describing how you would integrate the readings with your practice or discipline, whether it is clinical social work, nonprofit and public management, public policy, sociology, clinical or social psychology, or another discipline. **How has the reading and class material influenced your ideas about practice, policy, or research in your area?** *Each paper must make substantive reference to the required readings*, which can include your reactions to any of the main points made by them or questions raised by them (reactions must go beyond “I agree with...” or “I disagree with...”). You do not need to address all points made by the readings. **Keep in mind that you want to demonstrate that you have carefully considered the main points of the reading assignments.** These assignments **do not** require you to refer to readings not included on the course outline, though you may choose to do so.

Direct quotes are not allowed; in general, you should use indirect quotes (paraphrases) and must cite them appropriately. References should be cited using the publication style of the American Psychological Association. Do not cite class notes or lectures.

Your paper will be graded on its thoughtfulness, depth, application to practice, use of critical thinking in reflecting on the assigned readings, as well as the accuracy with which you use terms and concepts. Correct spelling, grammar, and sentence structure, and correct use of APA publication style are basic expectations.

Each integration paper should be 5 (minimum) to 6 pages (maximum) in length, double-spaced, using Times New Roman 12-point font (page length does not include the reference page). You do not need to include an abstract or to attach a cover or title page. The first integration paper should be based on readings from Modules 1 to 7. The second integration paper should be based on readings from Modules 8 to 12. The second integration paper should be based on readings from Modules 8 to 12. *You can still choose readings from Modules 10-12, even though we may have not discussed them yet.

Due Dates:

Integration Paper One—Module 7

Integration Paper Two—Module 10

Late papers will not be accepted.

Rubric

- Clearly explains how class readings have influenced their ideas about practice, programs, or policies related to the LGBTQ+ community (8 points)
- Uses critical thinking and thoughtfulness and captures nuances of the readings (8 points)
- Clearly organized and written and adheres to APA style (4 points)

Workshop Presentation

This assignment is a presentation on any issue of concern to LGBTQ+ populations not covered in this course. Ideally, you should pick a topic that interests you either professionally or personally, about which you want to learn more. Possible topics include, bear culture, leather, kink, crystal meth use among urban gay men, and butch-femme dynamics in lesbian relationships, and trans relationships or resilience. You are also permitted to choose a topic that is covered in the course, but which you would like to explore in more depth, **pending the instructor's approval. You should submit your topic for approval by Week 6.**

You should prepare a Power Point presentation of about 20 minutes in length, and allowing at least of 5 those minutes for questions. The length of time of the presentation may be shortened after the course begins, to ensure that all students get to present.

Also prepare an abstract of no more than 500 words to submit with the Power Point presentation. This abstract must include the following:

- A detailed description of the workshop content; and
- A clear statement of the workshop's relevance to social work practice (clinical, administrative, or policy); and
- A clear statement of how this information ties in to power, privilege and dimensions of social identities, and how the knowledge gained will relate to social justice
- One or two goals of the workshop with specific skills to be obtained from participating in the workshop

In addition, you are to submit a bibliography or reference list with at least 10 references upon which your workshop draws, 2 of which connect your workshop to social justice practice. Make sure at least 5 of your references draw upon peer-reviewed research articles (conceptual quantitative or qualitative), if applicable. Discuss the links between theory, research, and practice.

It should be noted that these are the submission requirements for workshops for the New Jersey National Association of Social Workers (NASW-NJ) Annual Continuing Education Conference. It is expected that all of the presentations could potentially be expanded to 2 or 4 hours and be eligible for submission consideration—whether or not you choose to do so.

On the day of the presentation, submit:

1. Abstract
2. Power Point presentation slides
3. References

Rubric for Presentation:

- The content of the presentation draws on theories and concepts from the social sciences or other academic disciplines (10 points)
- Topic is clearly relevant to social work practice, program development, policy, or research (5 points)
- Clear statement of how the information presented relates to power, privilege and intersectional identities, and how the knowledge gained will relate to social justice (5 points)
- Presentation is well written and organized (5 points)
- The majority of references are from the scholarly literature (peer-reviewed journal articles and book chapters) (5 points)

Grading for Assignments

Designation of letter grades will be as follows:

A	92-100	C+	77-81
B+	87-91	C	70-76
B	82-86	F	Below 70

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing

and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

Academic Resources

Library Research Assistance

Meredith Parker is the social work the social work librarian on the New Brunswick Campus meredith.parker@rutgers.edu; Natalie Borisovets is at Newark, Dana Library natalieb@rutgers.edu; Katie Anderson is at Camden, Robeson Library: Katie.anderson@rutgers.edu. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment. <http://www.ncas.rutgers.edu/writingcenter>

Additional Online Resources:

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7th edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also helps with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

Email Etiquette for Students

https://owl.purdue.edu/owl/general_writing/academic_writing/email_etiquette_for_students.html

XIII. Academic Integrity

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about

academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course

requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Office on Violence Prevention and Victim Assistance

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, **848.932.1181**, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hours/day, 7 days a week.

Active Shooter Resources

Over the years, there has been an increase in the number of active shootings on college campuses. It is important that you know what to do in cases there is an active shooter on this campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

Class Participation

Class Discussion

As this class will be seminar style, each of you will be called upon to give your impressions of the readings and to engage in class discussions. **Please note that if you are called upon and it becomes clear that you have not done the reading assignment, you will lose points on class participation. If this happens three times, your final grade will be reduced one letter grade.**

Attendance

You must attend each and every class on time. Each absence will result in loss of 1 point on your class participation score. Only documented illness and death in the family is an excusable absence. Work conflicts, childcare issues, conflicts with field and other reasons for absence will not be excused. If you miss 3 or more classes, for whatever reason, you will fail the course. If you experience a personal situation that will require you to miss 3 or more classes, it is suggested that you withdraw from the course before the withdrawal deadline to avoid receiving an F on your transcript.

Use of PDA's

All cell phones, iPads, iPhones, and laptops must be silenced and **stored out-of-sight before class begins. Use of cell phones is prohibited in the classroom. Texting during class will NOT be allowed.** Failure to comply with these rules (along with any rude behavior) will result in point deductions in grade for class participation and you may be asked to leave class at the instructor's discretion.

Course Readings

Required Text

Dentato, M. (Ed.) (2018). *Social work practice with the LGBTQ community: The intersection of health, history, mental health, and policy factors*. Columbia University.

In addition, students are required to read other works from a selection of books and journals.

Course Outline

UNIT 1: Identities and History

Week 1 Introduction

Required Readings:

- Text—Chapter 2: Understanding Differences and Definitions: From Oppression to Sexual Health and Practice (Russell & Viggiani)
- Warner, M. (1999). *The trouble with normal*. Chapters 1 & 2. The Free Press.
- Familiarize yourself with various LGBTQ+ terminology.
<https://lgbtqia.ucdavis.edu/educated/glossary>

Week 2 LGBQ+ Identities

Required Readings:

- Text—Chapter 4: Identity Development (Argüello)
- Text—Chapter 5: The Coming Out Process (Smith, Dentato, & Argüello)
- Bowleg, L. (2013). Once you've blended the cake, you can't take the parts back to the main ingredients: Black gay and bisexual men's descriptions and experiences of intersectionality. *Sex Roles*, 68, 754-767.

Recommended Readings:

Text—Chapter 21: LGBTQ people of color with mental health conditions:
Considering intersectionalities (Holley & Thomas)

LaSala, M.C. (2010). *Coming out, coming home: Helping families adjust to a gay or lesbian child*. (Chapters 1 and 5). Columbia University.

Week 3 Transgender Identities

Required Readings:

- Brill, S. & Kenney, L. Chapter 2 (Understanding gender and the gender spectrum) in the *Transgender teen*. Cleis Press.
- Lev, A.I. (2013). Gender dysphoria: Two steps forward, one step back. *Clinical Social Work Journal*, 41, 288-296.
- Puckett, J. A., Barr, S. M., Wadsworth, L. P., & Thai, J. (2018). Considerations for clinical work and research with transgender and gender diverse individuals. *The Behavior Therapist*, 41, 253-262.
<http://www.abct.org/Journals/?m=mJournal&fa=TBT>

Week 4 Historical Context

Required Readings:

- Text—Chapter 1: A History of Community: Marching toward LGBTQ Equality (Balestrery)
- Text—See Appendix C for list of historical events
- Carter, D. (2009). What made Stonewall different. *Gay and Lesbian Review Worldwide*. <https://glreview.org/article/article-509/>
- Stryker, S. (2004/2015). Transgender activism.

http://www.glbqtarchive.com/ssh/transgender_activism_S.pdf

Watch: Billy Porter Gives A Brief History of Queer Political Action

<https://www.youtube.com/watch?v=XoXH-Yqwyb0&t=2s>

Recommended Readings:

- Beachy, R. (2010). The German invention of homosexuality. *Journal of Modern History*, 82, 801-838.
- Laurie, A.J. (2009). Introduction: A history of “lesbian history.” *Journal of Lesbian Studies*, 13, 349-361.

Week 5

Global Context

Required Readings:

- Alessi, E. J., Kahn, S., & Van Der Horn, R. (2017). A qualitative exploration of the premigration adult victimization experiences of sexual and gender minority refugees and asylees in the United States and Canada. *The Journal of Sex Research*, 54, 936-948.
- International Lesbian, Gay, Bisexual, Trans and Intersex Association, & Ramon Mendos, L. (2019). *State-Sponsored Homophobia 2019*. ILGA.
- Hagen, J. J. (2018). Global LGBTQ politics and human rights. (Chapter 4) In R. Srikanth & E. H. Chowdhury (Eds.). *Interdisciplinary approaches to human rights: History, politics, practice*. Routledge
- Logie, C., Lancombe-Duncan, A., Levermore, K., & Jones, N. (2017). Conceptualizing empowerment practice with lesbian, gay, bisexual and transgender youth in Jamaica. *Journal of Social Work Education*, 36(4), 1-10.

Watch: Fear in Uganda’s Gay Community amid Death Penalty Push, Arrests

<https://youtu.be/x5WLdfgSGr4>

As you watch, identify two ways in which the United States as well as countries such as the United Kingdom have negatively influenced LGBTQ rights around the world.

UNIT 2: Key Populations and Lifespan Issues

Week 6

LGBTQ+ Youth

Required Readings:

- Text—Chapter 7: Strengths-Affirming Practice with LGBTQ Youth (Kelly & Ratliff)
- Arnold, E., & Bailey, M. (2009). Constructing home and family: How the ballroom community supports African American GLBTQ youth in the

face of HIV/AIDS. *Journal of Gay and Lesbian Social Services*, 21(2/3), 171-188.

- Goldbach, J.T., & Gibbs, J. (2015). Strategies employed by sexual minority adolescents to cope with minority stress. *Psychology of Sexual Orientation and Gender Diversity*, 2, 297-306.

Recommended Reading:

Text—Chapter 18: Building Strengths Based and Empowering Continuums of Care for LGBTQ Youth (Craig & McInroy)

Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C.M., & Truong, N. L. (2018). The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools. GLSEN.

Week 7 LGBTQ+ Older Adults

Required Readings:

- Text—Chapter 10: Aging within the LGBT Community: An Exploration of Life's Challenges (Spira, Orwat, & Knepler-Foss)
- Hash, K.M., & Rogers, A. (2013). Clinical practice with older LGBT clients: Overcoming lifelong stigma through strength and resilience. *Clinical Social Work Journal*, 41, 249-25.

Watch: Aging as LGBT: Two Stories

<https://www.youtube.com/watch?v=lkPJxQorieo>

Watch (at least 10 minutes): Safe and Visible: Creating a Care Facility Welcoming to LGBT Seniors

<https://youtu.be/lkPJxQorieo>

Recommended Reading:

Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emler, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) Older adults in the health and human services. *Journal of Gerontological Social Work*, 57(2-4), 80-107.

Week 8 Discrimination and Victimization and Its Impact on LGBTQ+ People

Required Readings:

- Text—Chapter 23: Understanding the Impact of Intimate Partner Violence: Trends, Frameworks, and Treatments (McLeod, Havig, Gandy-Guedes, & Natale)

- Alessi, E. J., & Martin, J. I. (2017). Intersection of trauma and identity. In K. L. Eckstrand & J. Potter (Eds.), *Trauma, resilience, and health promotion for LGBT Patients: What every healthcare provider should know* (pp. 3-14). Springer.

Watch: Stop killing us: Black transgender women's lived experiences

<https://youtu.be/XzMI3JUNp7c>

Recommended Reports:

- National Coalition of Anti-Violence Programs (NCAVP). (2016). *Lesbian, Gay, Bisexual, Transgender, Queer, and HIV-Affected Hate Violence in 2016*. New York: Emily Waters.
- National Coalition of Anti-Violence Programs (NCAVP). (2018). *A Crisis of Hate: A Report on Homicides Against Lesbian, Gay, Bisexual and Transgender People*. New York: Emily Waters, Larissa Pham, Chelsea Convery.

Recommended Reading:

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, 209–213.

Week 9

Health Disparities and HIV/AIDS

Required Readings:

- Text—Chapter 24: Health Disparities, HIV/AIDS, and Framing a Public Health Agenda (Holloway & Jordan)
- LaSala, M.C. (2015). Condoms and connection: Parents, gay and bisexual youth, and HIV risk. *Journal of Marital and Family Therapy*, 4, 451-464.

Reports:

- Centers for Disease Control and Prevention (2018). *HIV Surveillance Report, 2018* (Vol. 31); <https://www.cdc.gov/hiv/pdf/library/reports/surveillance/cdc-hiv-surveillance-report-2018-updated-vol-31.pdf>
- Centers for Disease Control and Prevention (2019). *HIV and Transgender People*. <https://www.cdc.gov/hiv/pdf/group/gender/transgender/cdc-hiv-transgender-factsheet.pdf>
- Healthy People 2020—Lesbian, Gay, Bisexual, and Transgender Health. See overview, objectives, interventions and resources, and national snapshots at <https://www.healthypeople.gov/2020/topics-objectives/topic/lesbian-gay-bisexual-and-transgender-health>

UNIT 3: Clinical and Policy Practice Issues

Week 10 Practice with LGBTQ+ Individuals

Required Readings:

- Text—Chapter 12: Incorporating Minority Stress Theory into Clinical Practice with Sexual Minority Populations (Alessi & Hartman)
- American Psychological Association. (2012). Guidelines for psychological practice with lesbian, gay, and bisexual clients. *American Psychologist*, 67, 10-42.
- Spengler, E. S., Miller, D. J., & Spengler, P. M. (2016). Microaggressions: Clinical errors with sexual minority clients. *Psychotherapy*, 53, 360-366.
- Wynn, R., & West-Olatunji, C. (2009). Use of culture-centered counseling theory with ethnically diverse LGBT clients. *Journal of LGBT Issues in Counseling*, 3(3-4), 198-214.

Recommended Reading for Additional Knowledge and Skill Building:

- Text—Chapter 13: Practice with the Lesbian Community (Mallinger)
- Text—Chapter 15: Practice with the Bisexual Community (Scherrer & Clark)
- Text—Chapter 17: Practice with the Queer Community (Wagaman)
- LaSala, M. (2017). Practice with gay individuals and couples. In G. Mallon (Ed.), *Social work practice with lesbian, gay, bisexual, and transgender people*. Routledge.

Week 11 Practice with Trans and Gender Diverse Individuals

Required Readings:

- Text—Chapter 16: Practice with Transgender and Gender Non-Conforming Clients (Austin)
- American Psychological Association. (2015). Guidelines for psychological practice with transgender and gender nonconforming people. *American Psychologist*, 70, 832-864.
- Mizock, L., & Lundquist, C. (2016). Missteps in psychotherapy with transgender clients: Promoting gender sensitivity in counseling and psychological practice. *Psychology of Sexual Orientation and Gender Diversity*, 3, 148–155.

Highly Recommended Reading:

Austin, A., Craig, S. L., & Alessi, E. J. (2017). Cognitive behavioral therapy with transgender adults. *Psychiatric Clinics of North America*, 40, 141-156.

Week 12 Policy and Community Practice

Required Readings:

- Text—Chapter 3: Advancing Social and Economic Justice (Havig, Natale, McLeod, & Gandy-Guedes)

- Text—Chapter 19: The Intersection of Policy and Practice: Advancing Civil Rights Equality and Equity (Natale, Havig, Gandy-Guedes, & McLeod)

Recommended Reading:

American Psychological Association. (2015). The “conscience clause” in professional training. *Education Directorate: Graduate and Postgraduate Education and Training*. <http://www.apa.org/ed/graduate/conscience-clause-brief.aspx>

Week 13 Workshop Presentations

Week 14 Workshop Presentations

Week 15 Workshop Presentations