

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
MAIN COURSE SYLLABUS**

Sexual and Gender Diversity in Social Work (19:910:559)

Instructor:

Email:

Office hours:

I. Catalog Course Description

This course provides foundation knowledge and practice skills for working with individuals identifying as lesbian, gay, bisexual, transgender, questioning, or with other diverse sexual orientations and gender identities (LGBTQ+). Intersections of these identities with race/ethnicity, social class, migration status, ability status, among others, are addressed along with the ethical, legal, and policy issues impacting LGBTQ+ individuals and their families.

II. Course Overview

This course provides foundation knowledge and general practice skills for LGBTQ+ individuals. Students will gain knowledge of LGBTQ+ historical and political perspectives, LGBTQ+ identity formation, health, mental health, familial concerns, and other developmental processes and lifespan issues. The intersection of LGBTQ+ identities with other identities (race/ethnicity, class, migration status, ability status, among others) is addressed, along with the ethical, policy, and legal issues impacting LGBTQ+ individuals and communities. Students will learn how to practice with LGBTQ+ clients in culturally informed ways, and identify resources to support LGBTQ+ people throughout the lifespan. The class consists of lecture and student discussion.

As students read through this syllabus, they should remember to **closely review the School-Wide Syllabus** in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

III. 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.

IV. 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 2022 CSWE competencies within its curriculum.

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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences

and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Generalist Competency 10 (RU SSW Specific): Liberatory Consciousness

Social workers identify how the development of a liberatory consciousness is a pre-condition for engaging in effective liberation and social justice work. Social workers recognize that all members of society have been socialized into various systems of oppression and that the development of a liberatory consciousness "enables humans to live their lives in oppressive systems and institutions with awareness and intentionality, rather than on the basis of the

socialization to which they have been subjected” (Love, p. 470). Social workers understand and actively engage the four elements of developing a liberatory consciousness (awareness, analysis, action, and accountability/allyship) in order to challenge oppression and promote social, racial and economic justice.

[View the entire set of 2022 CSWE competencies.](#)

V. Course Objectives

This course focuses on enhancing students’ attitudes/values, knowledge, and skills as it relates to social work practice with LGBTQ+ individuals and communities. Upon completion of this course, students will be able to:

Attitudes/Values

- Describe how scientific inquiry shapes ethical and competent practice with LGBTQ+ clients.
- Engage in self-awareness to monitor and eliminate personal biases shaped by heteronormativity, cisnormativity, heterosexism, and cissexism.
- Use a multidimensional, social justice, and multicultural framework to examine power, privilege, discrimination, and oppression and their impacts on LGBTQ+ populations and identities.

Knowledge

- Identify how social forces (e.g., stigma, discrimination, and prejudice) and multiple forms of oppression impact the health, mental health, and psychosocial functioning of LGBTQ+ populations.
- Recognize how historical context shapes LGBTQ+ people and their communities, as well as the progress they make and challenges they face.
- Identify diversity among LGBTQ+ people and how their sexual orientation and gender identity intersect with other identities—including but not limited to race, ethnicity, age, social class, disability, and migration status—to confer excess risk or magnify their strengths.
- Discuss how community and family connections, affirmative social and organizational policies, and an affirmative social and cultural climate interact to maintain positive health and mental health among LGBTQ+ individuals.
- Identify how community development and community organizing can be used to protect and advocate for the rights of LGBTQ+ individuals and families.

Skills:

- Identify skills for culturally-informed practice with LGBTQ+ clients, such as how to engage, intervene, and empower LGBTQ+ individuals and families and the community and organizations they live and work in.
- Apply at least two LGBTQ+-affirmative interventions in their clinical work with clients.
- Engage in personal reflection and self-correction by applying the standards of the National Association of Social Workers (NASW) Code of Ethics.
- Build a culture of inclusivity within the class by viewing oneself as a lifelong learner who listens with understanding, monitors their cognitive-affective responses before reacting, and affirms and celebrates diversity and difference.

VI. Required Text

Dentato, M. P. (Ed.) (2022). *Social work practice with the LGBTQ+ community: The intersection of health, history, mental health, and policy factors* (2nd ed.). Oxford University Press.

Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left-hand side of the course. Please note, this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions [please click here for a video tutorial](#)

VII. Attendance and Participation

Attendance

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program. **For this course in particular**, students who miss more than one class may lose participation points, which may in turn lower their overall grade. Students who miss more than two classes may have their overall grade lowered by at least one letter grade or may fail the course.

Late Assignments

Late assignments will not be accepted, unless the student has made arrangements before the assignment due date. The instructor reserves the right to reduce the letter grade for late assignments.

VIII. Assignments and Grading

All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not conform to APA format.

Course Assignments

Self-Assessments (2 @ 10 points each)	20 points (Due in Modules 3 and 13)
Policy Brief	15 points (Due in Module 7)
Case Study	25 points (Due in Module 11)
Workshop Presentation	30 points (Due in either Module 13, 14, or 15)
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 the text must correspond to listings on the reference page, both of which must be according to the *Publication Manual of the American Psychological Association*, 7th edition. Late assignments will not be accepted unless previously approved by the instructor.

A. Self-Assessment

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 in 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, due in 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. 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 are 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)

B. Blog Post or Op-Ed piece (Due Module 7)

Select a social or public health issue/problem related to LGBTQ+ individuals that is of particular interest to you and write a blog post or an op-ed (opinion) piece. This piece will (a) describe the social or public health issue/problem, (b) advocate for a particular policy position related to this social or public health issue/problem, and (c) make a case for why social workers should get involved with this issue. The post should be clear and concise and contain the following elements:

- Definition and description of the social or public health issue/problem and the population it affects, including a brief description of the scope of the issue/problem. (Use data to describe the social or public health issue/problems.)
- Description of the proposed policy (or modification of an existing policy) and its potential to address the social or public health issue/problem and the affected population.
- Discussion of how the proposed policy (or modification of an existing policy) contributes to the advancement of human rights and racial, social, economic, political, and/or environmental justice and its potential to improve the health and/or well-being of the affected population. (Use examples from placement, work, or personal life to humanize the problem and the potential policy solution is helpful.)
- Make a case for why social workers should engage with this issue and advocate for this policy change

Your blog post or op-ed should be 3 to 4 double-spaced pages (no more than 900 words). Use Times New Roman 12-point font and 1” margins on all sides. Include citations to academic articles, newspapers, or other resources on a separate page.

Rubric

- Clearly defines and describes the issue/problem using data (4 points)
- Thoughtful and nuanced description of the proposed policy and its impact: (5 points)
- Makes a convincing argument for how the proposed policy or policy change will advance human rights and justice: (3 points)
- The paper is organized, well written, and includes citations (3 points)

Sample outlets and sample pieces for this type of work:

- [Medium example](#)
- [Scholars Strategy Network – policy briefs](#)

Helpful instructions for writing these types of pieces:

- [The Op-Ed Project](#)
- [Harvard: how to write an op-ed](#)
- [Duke University – Writing Effective Op-Eds](#)
- [The Learning Agency: Writing an Op-ed-The ABCs](#)
- [UNC: How to Write a Policy Brief](#)

C. Case Study (Due Module 12)

This assignment invites you to explore and analyze your intervention with an LGBTQ+ client from your practicum. If you do not have a case, please choose between the two provided for you. You will reflect on your approach, assess its impact, and consider the broader implications for LGBTQ+ inclusive social work practice.

If you choose a client from your practicum, be sure to maintain confidentiality by changing names and omitting identifying information.

Provide a clear, concise description of the client's background, presenting concerns, and relevant social, cultural, or institutional factors. Consider questions such as:

- What are the client's primary needs and challenges?
- How does their LGBTQ+ identity relate to these needs?
- What systemic or environmental factors affect the client's situation?

Describe the specific intervention(s) you applied when working with the client. This might include therapeutic approaches, advocacy efforts, referrals, or community resource connections.

Explain:

- Why you chose this intervention (Be sure to discuss any frameworks or models that guided your approach)
- How you worked to ensure the intervention was LGBTQ+ affirmative (For example, if you chose cognitive behavioral therapy, how was it adapted to ensure it was affirmative?).
- How the using an LGBTQ+ affirmative intervention helped support the client's needs.

Reflect on the outcome of your intervention, assessing its effectiveness and areas for improvement. Consider:

- How the intervention impacted the client.
- What worked well and why.
- Any challenges you encountered and how you addressed them.

Conclude by discussing how this experience shapes your understanding of working with LGBTQ+ clients. Highlight any insights you gained about best practices for LGBTQ+-affirming social work.

This paper should be 7 (minimum) to 8 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 attach a cover or title page. Please use at least 3 references that are NOT on the syllabus. You can use as many references as you want from the syllabus.

Rubric

Client Background and Context (7 points)

Provide a well-rounded overview of the client's situation, describing their background, primary concerns, and any relevant social or environmental factors. Show an understanding of how the client's LGBTQ+ identity and other aspects of their identities and experiences intersect with their needs and challenges.

Intervention Description and Rationale (8 points)

Clearly describe the intervention(s) you applied and explain why you chose this approach. Your rationale should be well thought out, showing an understanding of both the client's needs and relevant theories or models. This section should reflect intentionality and insight into LGBTQ+-affirmative treatments and inclusive practices.

Outcome Analysis and Effectiveness (6 points)

Evaluate the results of your intervention and its impact on the client. Reflect on what aspects of the intervention worked effectively and where challenges arose. This section should show critical thinking about the intervention's strengths, limitations, and areas for improvement. Discuss how this experience has informed your approach to social work with LGBTQ+ clients. Share any insights or best practices that you will carry forward. Your outcome did not have to be effective for you to do well on this assignment!

Writing Quality, Clarity, and APA Style (4 points)

Your writing should be clear, organized, professional, and free from grammar, spelling, and formatting errors. Additionally, be sure to use APA citation style consistently and correctly, with reliable, relevant sources cited to support your analysis.

D. 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. In your presentation discuss the links between theory, research, practice, or policy when it is applicable. Possible topics include, bear culture, crystal meth use among urban gay men, and butch-femme dynamics in lesbian relationships, 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;
- A clear statement of the workshop's relevance to social work practice (clinical, administrative, or policy);
- A clear statement of how this information or knowledge relates to power, privilege, and intersectionality, and prompts action and accountability/allyship when it comes LGBTQ+ issues or the queer and transgender community.
- 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 the action and accountability/allyship stages of the liberatory consciousness framework. These articles do not have to be about liberatory consciousness specifically; however, these articles must show how they helped you to engage in action, hold yourself accountable, or function as an ally when it comes to practices or policies that either positively or negatively impact LGBTQ+ people.

For more information about the liberatory consciousness framework, see: Love, B. (2010). Developing a liberatory consciousness. In M. Adams et al. (Eds.), *Readings for diversity and social justice* (pp. 533-540). Routledge.
https://d31kydh6n6r5j5.cloudfront.net/uploads/sites/574/2020/10/dev_liberatory_conscious_001.pdf

Make sure at least 5 of your references draw upon peer-reviewed research articles (conceptual quantitative or qualitative), if applicable.

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 relate to developing a liberatory consciousness, and specifically action and accountability/allyship (5 points)
- Presentation is well written and organized (5 points)
- The majority of references are from the scholarly literature scholarly literature (peer-reviewed journal articles and book chapters) (5 points)

IX. Course Outline

Each of the syllabus aligns with the stages of developing a liberatory consciousness (awareness, analysis, action, and accountability/allyship).

UNIT 1: Identities, History, and Policy Practice

Module 1 Introduction **(Awareness, Analysis)**

Required Readings:

- Familiarize yourself with various LGBTQ+ terminology. View the National LGBTQIA+ Health Education Center glossary: <https://www.lgbtqihealtheducation.org/glossary/>
- Asher BlackDeer, A. (2024). Decolonizing LGBTQ2S+ studies. In A. Goldberg (Ed.), *The SAGE Encyclopedia of LGBTQ Studies* (2nd Edition). SAGE Publications. <https://doi.org/10.4135/9781071891414>
- Love, B. (2010). Developing a liberatory consciousness. In M. Adams et al. (Eds.), *Readings for diversity and social justice* (pp. 533-540). Routledge. https://d31kydh6n6r5j5.cloudfront.net/uploads/sites/574/2020/10/dev_libe_ratory_conscious_001.pdf
- Warner, M. (1999). *The trouble with normal*. Chapters 1 & 2. The Free Press.

Recommended Reading:

Text—Chapter 2: Understanding Differences: From Oppression to Sexual Health and Practice (Russell, Viggiani & Sippel)

Module 2 LGBTQ+ Identities **(Awareness, Analysis)**

Required Readings:

- Text—Chapter 5: Identity Development and Coming Out (Argüello, La Torre, Dentato & Smith)
- 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.
- Robinson, B. A. (2023) "They peed on my shoes": Foregrounding intersectional minority stress in understanding LGBTQ youth homelessness. Advanced online publication. *Journal of LGBT Youth*, 20, 783-799.

Module 3 Transgender Identities
(Awareness, Analysis)

Required Readings:

- Brill, S. & Kenney, L. Chapter 2 (Understanding gender and the gender spectrum) in the *Transgender teen*. Cleis Press.
- Bradford, N. J., Syed, M. (2019). Transnormativity and transgender identity development: A master narrative approach. *Sex Roles*, 81, 306–325.
- 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>

Recommended Reading:

Dimensions of Gender (Warwick International Higher Education Academy):
https://warwick.ac.uk/fac/cross_fac/academy/funding/2016-17fundedprojects/interdisciplinarityprojects/genderinclusiveteaching/ethicalframework/

Module 4 Historical Context
(Awareness, Analysis)

Required Readings:

- Text—Chapter 1: A History of Community: Marching toward LGBTQ+ Equality (Balestrery & Dentato)
- 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.glbtqarchive.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.

Module 5 Global Context and LGBTQ+ Migration
(Awareness, Analysis)

Required Readings:

- Text—Chapter 18: Sexual and Gender Minority migrants (Alessi, Lee, Kahn & Cheung)
- 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
- Mendos, L. R., Botha, K., Lelis, R. C., Peña, E. L., Savelev, I., & Tan, D. (2020). *State-Sponsored Homophobia 2020*. ILGA.
https://ilga.org/downloads/ILGA_World_State_Sponsored_Homophobia_report_global_legislation_overview_update_December_2020.pdf

Recommended Reading:

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.

Module 6 Policy and Community Practice
(Action and Accountability/Allyship)

Required Readings:

- Text—Chapter 4: Expanding LGBTQ+ Equality and Equity Through Policy Practice (Natale, Havig, Gandy, Mcleod & Gates)
- National LGBTQIA+ Health Education (2022). Affirming organization and human resource policies for an LGBTQIA+ workforce.

<https://www.lgbtqiahealtheducation.org/publication/affirming-organizational-and-human-resource-policies-for-an-lgbtqia-workforce/>

- Grzanka, P. R., DeVore, E. N., Frantell, K. A., Miles, J. R., & Spengler, E. S. (2020). Conscience clauses and sexual and gender minority mental health care: A case study. *Journal of Counseling Psychology*, 67(5), 551–567. <https://doi.org/10.1037/cou0000396>Report: Biased Science:

Recommended Reading:

Boulware, S. D., Kamody, R., Kuper, L., McNamara, M., Oleski, C., Szilagyi, & Alstott, A. (2022). The Texas and Alabama measures criminalizing medical treatment for transgender children and adolescents rely on inaccurate and misleading scientific claims.

https://medicine.yale.edu/childstudy/policy/lgbtq-youth/report%20on%20the%20science%20of%20gender-affirming%20care%20final%20april%2028%202022_437080_54462_v2.pdf

UNIT 2: Key Populations and Lifespan Issues

Module 7 LGBTQ+ Youth (Awareness, Analysis, Action, and Accountability/Allyship)

Required Readings:

- Text—Chapter 7: Strengths-Affirming Practice with LGBTQ+ Youth (Ratliff & Kelly)
- Han, Y. (2023, March 1). How the Black and Latino queer community made voguing a form of resistance. *Business Insider*. <https://www.businessinsider.com/voguing-ballroom-lgbtq-activism-anti-drag-legislation-2023-2>
- View at least one of the research briefs on LGBTQ+ youth on The Trevor Project's website.
 - What did you learn from the brief you read?
 - How will this help you in your practice as a social worker?
 - After reading the brief, what do you want to learn more about?Come to class prepared to talk about one of the briefs your read.
See: <https://www.thetrevorproject.org/research-briefs/>

Recommended Reading:

Kosciw, J. G., Clark, C. M., & Menard, L. (2022). The 2021 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools. *GLSEN*. <https://www.glsen.org/sites/default/files/2022-10/NSCS-2021-Full-Report.pdf>

Module 8 LGBTQ+ Older Adults (Awareness, Analysis, Action, and Accountability/Allyship)

Required Readings:

- Text—Chapter 9: Aging within the LGBTQ+ Community: An Exploration of Resilience and Courage (Spira, Smith, Gilman & Papciak)
- Fasullo, K., McIntosh, E., Buchholz, S. W., Ruppert, T. & Ailey, S. (2022). LGBTQ older adults in long-term care settings: An integrative review to inform best practices. *Clinical Gerontologist*, 45, 1087-1102.

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:

Jurček, A., Keogh, B., Sheaf, G., Hafford-Letchfield, T., & Higgins, A. (2022). Defining and researching the concept of resilience in LGBT+ later life: Findings from a mixed study systematic review. *PloS one*, 17(11), e0277384. <https://doi.org/10.1371/journal.pone.0277384>

Module 9

Trauma, Victimization, and Discrimination and Its Impact on LGBTQ+ People (Awareness, Analysis, Action, and Accountability/Allyship)

Required Readings:

- 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.
- Levenson, J. S., Craig, S. L., & Austin, A. (2023). Trauma-informed and affirmative mental health practices with LGBTQ+ clients. *Psychological Services*, 20(Suppl 1), 134-144. <https://doi.org/10.1037/ser0000540>
- Peel, E., Rivers, I. Tyler, A., Nodin, N. & Perez-Acevedo, C. (2023) Exploring LGBT resilience and moving beyond a deficit-model: Findings from a qualitative study in England. *Psychology & Sexuality*, 14(1), 114-126

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

<https://youtu.be/XzMI3JUNp7c>

Recommended Readings:

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

Flores, A. R., Stotzer, R. L., Meyer, I. H., & Langton, L. L. (2022). Hate crimes against LGBT people: National Crime Victimization Survey, 2017-2019. *PloS One*, 17(12), e0279363. <https://doi.org/10.1371/journal.pone.0279363>

Module 10 Health Disparities and HIV/AIDS
(Awareness, Analysis, Action, and Accountability/Allyship)

Required Readings:

- Text—Chapter 24: Health Inequities, HIV/AIDS, and the U.S. Public Health Agenda Jordan & Holloway)
- LaSala, M.C. (2015). Condoms and connection: Parents, gay and bisexual youth, and HIV risk. *Journal of Marital and Family Therapy*, 4, 451-464.
- Wesp L. M., Malcoe, L. H., Elliott, A., Poteat, T. (2019). Intersectionality research for transgender health justice: A theory-driven conceptual framework for structural analysis of transgender health inequities, *Transgender Health*, 4(10), 287–296.

Recommended Report:

Healthy People 2030—Lesbian, Gay, Bisexual, and Transgender Health.
<https://health.gov/healthypeople/objectives-and-data/browse-objectives/lgbt>
(Scroll down the page to see the health behavior objectives)

UNIT 3: Clinical Practice Issues

Module 11 Practice with LGBTQ+ Individuals
(Action and Accountability/Allyship)

Required Readings:

- Text—Chapter 11: Incorporating Minority Stress Theory into Clinical Practice with Sexual Minority Populations (Alessi, Hartman, & Cheung)
- American Psychological Association, APA Task Force on Psychological Practice with Sexual Minority Persons. (2021). *Guidelines for psychological practice with sexual minority persons*.
www.apa.org/about/policy/psychological-practice-sexual-minority-persons.pdf.
- Spengler, E. S., Miller, D. J., & Spengler, P. M. (2016). Microaggressions: Clinical errors with sexual minority clients. *Psychotherapy*, 53, 360-366.

Highly Recommended Reading for Additional Knowledge and Skill Building:

- Text—Chapter 12: Practice with the Black LGBTQ+ Community (Dorsey, Green & Edwards)

- Text—Chapter 13: Practice with the Lesbian Community: A Roadmap to Effective Micro, Mezzo, and Macro Interventions (Mallinger)
- Text—Chapter 15: Practice with Bisexual+ People (Scherrer & Hunte)
- Text—Chapter 17: Practice with the Queer+ Community (Wagaman)

Module 12 Practice with Trans and Gender Diverse Individuals
(Action and Accountability/Allyship)

Required Readings:

- Text—Chapter 16: Practice with Transgender and Gender Diverse Clients (Austin & Papciak)
- American Psychological Association (2024). *APA policy statement on affirming evidence-based inclusive care for transgender, gender diverse, and nonbinary individuals, addressing misinformation, and the role of psychological practice and science*.
<https://www.apa.org/about/policy/transgender-nonbinary-inclusive-care.pdf>
- McNamara, M., Lepore, C., Alstott, A., Szilagyi, N., Boulware, S., & Olezeski, C. (2022). Commentary: Scientific misinformation and gender affirming care: Tools for providers on the front lines. *Journal of Adolescent Health*, 71(3), 251–253.
<https://doi.org/10.1016/j.jadohealth.2022.06.008>

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.

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.

Module 13 Workshop Presentations

Module 14 Workshop Presentations

Module 15 Workshop Presentations