



USC | School of Social Work

Social Work SOWK 696 **LGBT Psycho/Social/Political Issues**

The function of education is to teach one to think intensively and to think critically.
Intelligence plus character—that is the goal of true education.

—**Martin Luther King, Jr.**

INSTRUCTOR: DR. ERIK SCHOTT, EdD, LCSW

COURSE DAY: WEDNESDAY

E-Mail: eschott@usc.edu

Course Time: 10:15am PST & 12:00pm PST

Telephone: 323-333-7575 c

Course Location: VAC

Office: SWC 222

Twitter: @EriksEasel

Office Hours: Wed & by appointment

COURSE PREREQUISITES

I. CATALOGUE DESCRIPTION

Overview of clinical, social and political issues with which social workers should be familiar when working with lesbian, gay, bisexual and transgender clients.

II. COURSE DESCRIPTION

This course will provide an overview of clinical, as well as political and social issues with which social workers should be familiar when working with lesbian/gay/bisexual/transgender/queer/questioning/intersexed/asexual/allied (LGBTQQIAA+) clients (the course will focus on the experience of lesbian and gay individuals, but will address the experiences of bisexual, transgender, and intersexed people, as well). Issues covered will include intersectionality and sexual-minority identity formation; internalized homophobia; transference and countertransference issues; clinical issues for individuals, couples, families, communities, and organizations; racial/ethnic/cultural minority issues; youth/adolescents, adulthood, and later

adulthood development; health and mental health concerns; marriage equality; HIV/AIDS; and substance abuse.

This course is also an examination of sexuality and public policy. The course begins by examining historical and sociological understandings of LGBT+ movements. The course will address public policies and laws concerning sexual orientation (identity) and/or gender identity, including how local communities have organized for social change. The purpose of the course is to increase students' understanding of social policies and social services that affect LGBT individuals and provide an understanding of how LGBT+ communities have contributed to social change at the state, national, and global levels.

III. COURSE OBJECTIVES

SOWK 696 will:

Objective #	Objectives
1	Teach the ethical standards and practices of professional social work. Provide an environment that encourages students to explore how their particular gender identity, age, religion, race/ethnicity/culture, social class, and sexual orientation (sexual identity) influence their ethics, and how these variables may affect their ethical decision making in practice with sexual minorities from a meta-framework (micro, mezzo, macro, global).
2	Provide opportunities for students to increase awareness of individual needs that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present, and which require appropriately matched effective services.
3	Demonstrate comprehension, integration, and critical analysis and the importance of the role of empirical research and evidence-based practice and policy making on sexuality and gender. The principles of evidence-based practice to minority populations will also be addressed.
4	Present advanced materials on the complex nature and scope of social work practice with sexual minorities, including the varied tasks and roles that social workers undertake when demonstrating competency and understanding of transference, countertransference, institutionalized homophobia, and oppression. Emphasis will be placed on the importance of a meta-framework perspective and person-in-environment framework, both of which show the interaction among the biological, psychological, social, and cultural systems. Focus will also be placed on the historical context of the rights movement, paying particular attention to macro issues that impact sexual minorities on the micro level.
5	Provide the theoretical foundation needed for students to develop core practice and analytic skills underlying social work service to sexual minorities. Demonstrate major concepts to support the treatment process (engagement, assessment, planning and contracting, implementation, and termination/evaluation phases). Provide students with commonly applied models of practice and experiential activities to practice clinical skills.

IV. COURSE FORMAT/INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small-group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

V. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following 10 social work core competencies:

Social Work Core Competencies	SOWK 696	Course Objective
1 Professional Identity		
2 Ethical Practice		
3 Critical Thinking	*	1–5
4 Diversity in Practice	*	1 and 2
5 Human Rights and Justice	*	1–4
6 Research-Based Practice		
7 Human Behavior		
8 Policy Practice		
9 Practice Contexts	*	1, 2, 4, and 5
10 Engage, Assess, Intervene, Evaluate	*	4 and 5

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Critical thinking —apply critical thinking to inform and communicate professional judgments Social workers competent in critical thinking: <ul style="list-style-type: none"> Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment Use critical thinking augmented by creativity and curiosity Understand that critical thinking also requires the synthesis and communication of relevant information 	1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	Assignments 1, 2, and 3 Class participation
	2. Analyze and utilize models of assessment, prevention, intervention, and evaluation	
	3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	

<p>Diversity in practice—engage diversity and difference in practice</p> <p>Social workers competent in diversity in practice:</p> <ul style="list-style-type: none"> Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation Appreciate 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 	<p>4. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>5. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>6. Recognize and communicate understanding of the importance of difference in shaping life experiences</p> <p>7. View themselves as learners and engage those with whom they work as informants</p>	<p>Assignments 1, 2, and 3</p> <p>Class exercises and participation</p>
<p>Human rights and justice—advance human rights and social and economic justice</p> <p>Social workers competent in human rights and justice:</p> <ul style="list-style-type: none"> Acknowledge that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education Recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice 	<p>8. Understand the forms and mechanisms of oppression and discrimination</p> <p>9. Advocate for human rights and social and economic justice</p> <p>10. Engage in practices that advance social and economic justice</p>	<p>Assignments 1, 2, and 3 Class participation</p> <p>Assignments 1, 2, and 3 Class participation</p> <p>Assignments 1, 2, and 3 Class participation</p>

<p>Practice contexts—respond to contexts that shape practice</p> <p>Social workers competent in practice contexts:</p> <ul style="list-style-type: none"> Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively 	<p>11. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</p>	<p>Assignments 1, 2, and 3</p> <p>Class participation</p>
--	---	---

<p>Engage, assess, intervene, evaluate—engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p> <p>Social workers competent in the dynamic and interactive processes of engagement, assessment, intervention, and evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities:</p> <ul style="list-style-type: none"> Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals Using research and technological advances Evaluating program outcomes and practice effectiveness Developing, analyzing, advocating, and providing leadership for policies and services Promoting social and economic justice 	<p>12. Engagement:</p> <p>Substantively and affectively prepare for action with individuals.</p> <p>Use empathy and other interpersonal interviewing skills.</p> <p>Develop a mutually agreed upon focus of work and desired outcomes.</p>	<p>Assignment 3</p>
	<p>13. Assessment:</p> <p>Collect, organize, and interpret client data.</p> <p>Assess client strengths and limitations.</p> <p>Develop mutually agreed-upon intervention goals and objectives.</p> <p>Select appropriate intervention strategies.</p>	<p>Assignment 3</p>
	<p>14. Intervention:</p> <p>Implement actions to achieve agency-related goals.</p> <p>Implement prevention interventions that enhance client capacities.</p> <p>Help clients resolve problems.</p> <p>Negotiate, mediate, and advocate for clients.</p> <p>Facilitate transitions and endings.</p>	<p>Assignment 3</p>
	<p>15. Evaluation: Critically analyze, monitor, and evaluate interventions.</p>	<p>Assignment 3</p>

VI. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

Assignment	Due Date	Percentage of Final Grade
Assignment 1: Journal	Every second week ×5	20%
Assignment 2: Experience Paper	7th week	30%
Assignment 3: Final Paper	Final week	40%
Assignment 4: Class Participation & Weekly Current Event	Throughout semester	10%

Each of the major assignments is described below. A formal prompt and rubric will also be distributed.

Assignment 1: Journal**Due: Every 2–3 units**

Students will journal 2-4 pages in a standard composition journal every two to three units for a total of five journal entries. Entries will be scanned into a PDF file and uploaded by the beginning of class in Units 2, 5, 8, 11, and 14. Please scan each of the 5 journal entries into a PDF or Word doc using your scanner or a smartphone app such as Genius Scan (free app). Please contact your instructor if you require using an electronic format. Journal entries will contain the students' self-reflection and personal challenge that arose during the prior two to three units before the entry is due. The entry will not need to comply with APA format and should be in the student's own writing. Students will be graded on effort and their ability to do insight reflection. See prompt and rubric (-.5 points for each day late).

This assignment relates to student learning outcomes 1–5.

Assignment 2: Experience Within the LGBT+ Community**Due: 7th week**

Students will be expected to write a 3-page paper about an LGBT+ community experience. The paper will be based on the degree to which the student challenged him- or herself by the experience and the depth of thinking it provoked. The paper should address why the student chose the particular experience and how the experience may impact the student's work with LGBT+ clients. See prompt and rubric (-1 point for each day late). If you are uncertain about the appropriateness of the "experience" for this assignment, please contact your instructor.

Papers should be 3 pages (not counting the title page or reference list), double-spaced with 1-inch margins on all sides, with 12-point Times New Roman font. Insert page numbers starting with the title page. Use subheadings (in bold font) to organize your paper. See *APA Manual*, p. 62, for *levels of headings*. Throughout the paper, provide references with a minimum of 3 scholarly works (which must be outside sources not in SOWK 696 syllabus). Use editorial and

referencing styles as specified in the *Publication Manual of the American Psychological Association*, 6th edition (<http://apastyle.apa.org/>).

This assignment relates to student learning outcomes 1–5.

Assignment 3: Final Paper

Due: Finals week

Students will be expected to write a paper of 6 pages. Papers will present a case study from a micro, mezzo, macro, or global perspective. This final assignment should demonstrate the student's ability to apply what was learned in the course (from lectures, presentations, readings). Papers that address biological/psychological/social/political issues within the LGBT+ community should demonstrate originality of thought and, again, reference course material in the establishment of arguments. See prompt and rubric (-1 point for each day late). If you are uncertain about the appropriateness of the "case study" for this assignment, please contact your instructor.

Papers should be 6 pages (not counting the title page or reference list), double-spaced with 1-inch margins on all sides, with 12-point Times New Roman font. Insert page numbers starting with the title page. Use subheadings (in bold font) to organize your paper. See *APA Manual*, p. 62, for *levels of headings*. Throughout the paper, provide references with a minimum of 6 scholarly works (3 must be outside sources not in SOWK 696 syllabus). Use editorial and referencing styles as specified in the *Publication Manual of the American Psychological Association*, 6th edition (<http://apastyle.apa.org/>).

This assignment relates to student learning outcomes 1–5.

Assignment 4: Class Participation & Weekly Current Event (10% of Course Grade)

It is expected that students will attend class regularly, participate in the class discussions, and submit asych work promptly. Failure to meet these expectations may result in reduction in grades.

Your involvement in this class is considered essential to your growth as a practitioner. You will be asked to discuss the material assigned, participate in role-playing, exercises, etc. Knowing the "right" answers is not nearly as important as being willing to risk, explore your ideas, and be open to new information and ideas. Your presence in class along with preparation by having read and considered the assignments, and participation in discussion is essential. Participation on a course website (message board/chat room), if developed, also constitutes meaningful class participation.

Guidelines for Evaluating Class Participation (Asych & Sych)

10: Outstanding Contributor (Completed all Asych): Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights, as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small-group discussions, and other activities.

9: Very Good Contributor (Complete almost all Asych): Contributions in class reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the

quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small-group discussions, and other activities.

8: Good Contributor (Completed most Asych): Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights, but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role plays, small-group discussions, and other activities.

7: Adequate Contributor (Completed adequate Asych): Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights, but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented, and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role plays, small-group discussions, and other activities.

6: Inadequate (Completed minimal Asych): This person says little in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and does not ever present material to the class from exercises. Does not appear to be engaged.

5: Nonparticipant (Poorly completed Asych): Attends class only.

0: Unsatisfactory Contributor (No Asych completed): Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provides few if any insights, and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comportment is negative. If this person were not a member of the class, valuable air time would be saved. Is unable to perform exercises and detracts from the experience.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	A	92.5–100	A
3.60–3.84	A–	89.5–92.4	A–
3.25–3.59	B+	86.5–89.4	B+
2.90–3.24	B	82.5–86.4	B
2.60–2.89	B–	80.5–82.4	B–
2.25–2.59	C+	76.5–80.4	C+
1.90–2.24	C	73.5–76.4	C
		70.5–73.4	C–

VII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbooks

Alderson, K. (2013). *Counseling LGBTI clients*. Thousand Oaks, CA: Sage.
(Amazon \$40.98)

Bigner, J. J., & Wetchler, J. L. (2012). *Handbook of LGBT-affirmative couple and family therapy*. New York, NY: Routledge. (Amazon \$35.25)

Killerman, S. (2013). *The social justice advocate's handbook: A guide to gender*. Austin, TX: Impetus Books. (Amazon \$13.90)

Meyer, I. H., & Northridge, M. E. (2007). *The health of sexual minorities*. New York, NY: Springer. [Free PDF](#)

Recommended Reading (are always “extra” or for reference)

Anderson, S. (2009). *Substance use disorders in lesbian, gay, bisexual, and transgender clients*. New York, NY: Columbia University Press.

Cianciotto, J., & Cahill, S. (2012). *LGBT youth in America’s schools*. Ann Arbor, MI: University of Michigan Press.

Dessel, A. B., & Bolen, R. M. (2014). *Conservative Christian beliefs and sexual orientation in social work: Privilege, oppression, and the pursuit of human rights*. Alexandria, VA: Council on Social Work Education.

Downs, A. (2006). *The velvet rage*. Cambridge, MA: Pereus Books Group.

Dworkin, S. H., & Pope, M. (2012). *Casebook for counseling lesbian, gay, bisexual, and transgender persons and their families*. Alexandria, VA: American Counseling Association.

Joseph, A., & Chapman, M. (2013). *Visual CBT using pictures to help you apply cognitive behavioral therapy to your life*. West Sussex, UK: Capstone.

Levounis, P., Drescher, J., & Barber, M. E. (2012). *The LGBT casebook*. Arlington, VA: American Psychiatric Publishing.

Martell, C. R., Safren, S. A., & Prince, S. E. (2004). *Cognitive-behavioral therapies with lesbian, gay, and bisexual clients*. New York, NY: Guilford Press.

Schott, E., & Weiss, E. (Eds.). (2015). *Transformative social work practice*. Thousand Oaks, CA: Sage.

On Reserve

All additional required reading that is not in the above required texts is available online through electronic reserve (ARES). The textbooks have also been placed on reserve at Leavey Library.

Search under SOWK 696 and instructor name “Schott” to add this course on ARES and access all non-textbook “required” readings. “Recommended” readings are not on ARES and not required to read for this course.

DSM-5

Just a reminder that the DSM-5 is available online through the library's subscription using the link below.

URL: <https://libproxy.usc.edu/login?url=http://www.psychiatryonline.org/>

You'll be asked to log in using your USC ID and password. Once you're on the page, click the Explore the New Edition link to access the content.

USC Rainbow Alliance Caucus LGBT+ Resources

<http://rainbowallianceswcatusc.weebly.com/resources.html>

Consider joining the Rainbow Alliance Caucus! All are welcome!

Additional Resources:

- *Transparent* (Amazon Prime award winning TV series)
- lgbthistorymonth.com
- Over the Rainbow Books (www.glbtrt.ala.org)
- childrenwithhairloss.us

- **Course Overview**

Unit	Topics	Assignments #
1	■ Setting the Stage: Overview of Social Work Cultural Competencies With Sexual Minorities	
2	■ History of the LGBTQQIAA+ Community: Pre- and Post-Stonewall	1
3	■ Life Span Development: Gay Men, Lesbian Women, and Bisexuals	
4	■ Life Span Development: Being Transgender or Intersexed	
5	■ Children and Adolescents	1
6	■ Wise Populations: Working With Older Members of the Community	
7	■ Marriage Equality and Couples Therapy	2
8	■ Families	1
9	■ Mental Health and Health Issues for the LGBTQQIAA+ Community	
10	■ HIV/AIDS	
11	■ Substance Abuse and Addictions	1
12	■ Special Topics: IPV, Workplace Discrimination, Community Violence, SES/Poverty, Online Therapy, Conversion Therapy	
13	■ Social Welfare Policy: Legal and Ethical Concerns Working With Sexual Minorities	
14	■ Social Work With Sexual Minorities in Military Systems	1
15	■ Human Rights: Global and Diverse Social Work With Sexual and Gender Minorities	3

Course Schedule—Detailed Description

Unit 1:	Setting the Stage: Overview of Social Work Cultural Competencies With Sexual Minorities	DATE
----------------	--	-------------

Topics

- Competencies for social workers
- Defining the LGBTQIAA+
- Conducting EBP specific to sexual minorities
- Familiarize with LGBT Studies Library at USC
- USC ONE Archive (on-the-ground UPC students visit)

This session relates to course objectives 1–5.

Required Reading

Goldbach, J., & Dunlap, S. (2015). Social work practice with sexual minorities. In E. Schott & E. Weiss (Eds.), *Transformative social work practice*. Thousand Oaks, CA: Sage.

Killerman, S. (2013). *The social justice advocate's handbook: A guide to gender* (Chapters 3–7). Austin, TX: Impetus Books.

Van Den Bergh, N., & Crisp, C. (2004). Defining culturally competent practice with sexual minorities: Implications for social work education and practice. *Journal of Social Work Education, 40*(2), 221–238.

Recommended Reading (are always “extra” or for reference)

American Psychological Association. (2000). *Guidelines for psychological practice with lesbian, gay, and bisexual clients*. Retrieved from <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>

Mullins, M. H. (2012). The relationship of practice beliefs and practice behaviors among social workers with lesbian and gay clients. *Journal of Human Behavior in the Social Environment, 22*(8), 1050–1064.

Sedgwick, E. K. (2000). What's queer? In J. Lorber. (Ed.), *Gender inequality: Feminist theories and politics*. Los Angeles, CA: Roxbury.

Wilkerson, J. M., Rybicki, S., Barber, C. A., & Smolenski, D. J. (2011). Creating a culturally competent clinical environment for LGBT patients. *Journal of Gay & Lesbian Social Services, 23*(3), 379–394.

Unit 2: History of the LGBTQQIAA+ Community: Pre- and Post-Stonewall
DATE
Topics

- History of rights movement: pre- and post-Stonewall
- LGBT centers
- *Gay Pioneers* documentary
- Harvey Milk Day (May)

This session relates to course objectives 2 and 4.

Required Reading

Alderson, K. (2013). *Counseling LGBTI clients* (Chapters 1, 2). Thousand Oaks, CA: Sage.

Freud, S. (1935). *A letter from Freud (to a mother of a homosexual)*. Retrieved from [http://en.wikisource.org/wiki/A_Letter_from_Freud_\(to_a_mother_of_a_homosexual\)](http://en.wikisource.org/wiki/A_Letter_from_Freud_(to_a_mother_of_a_homosexual)) (go to this link)

Gibson, M. A., Alexander, J., & Meem, D. T. (2014). *Finding out: An introduction to LGBT studies* (2nd ed., Chapter 1). Thousand Oaks, CA: Sage.

Recommended Reading

D'Emilio, J. (2002). *The world turned: Essays on gay history, politics, and culture* (Chapter 4). Durham, NC: Duke University Press.

Unit 3: Life Span Development: Gay Men, Lesbian Women, and Bisexuals
DATE
Topics

- Life span development
- Intersectionality
- CBT (adapting an EBP for minority populations)
- Homophobia questionnaire
<http://www.pbs.org/wgbh/pages/frontline/shows/assault/etc/quiz.html>

This session relates to course objectives 2–5.

Required Reading

Alderson, K. (2013). *Counseling LGBTI clients* (Chapter 3: pp. 35–41, 54–57, 63–64; Chapter 4: pp. 68–71, 92–95; Chapter 5: pp. 101–103, 111–119; Chapter 6: pp. 124–125, 131–136). Thousand Oaks, CA: Sage Publications, Inc.

Killerman, S. (2013). *The social justice advocate's handbook: A guide to gender* (Chapters 8–14). Austin, TX: Impetus Books.

Recommended Reading

Cass, V. (1979). Homosexual identity formation: A theoretical model. *Journal of Homosexuality*, 4(5), 219–235.

Diamond, L. M., & Butterworth, M. (2008). Questioning gender and sexual identity: Links over time. *Sex Roles*, 59, 365–376.

Langdridge, D. (2007). Gay affirmative therapy: A theoretical framework and defence. *Journal of Gay & Lesbian Psychotherapy*, 11(1–2), 27–43.

Meyer, I. H., & Northridge, M. E. (2007). *The health of sexual minorities* (Chapters 1, 3). New York, NY: Springer.

Rahman, M. (2010). Queer as intersectionality: Theorizing gay Muslim identities. *Sociology*, 44(5), 944–961.

Ross, L. E., Farzana, D., Dimito, A., Kuehl, D., & Armstrong, M. S. (2008). Can talking about oppression reduce depression? Modified CBT group treatment for LGBT people with depression. *Journal of Gay & Lesbian Social Services*, 19(1), 1–15.

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.

Unit 4: Life Span Development: Being Transgender or Intersexed
DATE**Topics**

- Life span development
- Intersectionality
- The Genderbread Person
- Documentary: *transVISIBLE: The Bamby Salcedo Story* (Resource)

This session relates to course objectives 2–5.

Required Reading

Alderson, K. (2013). *Counseling LGBTI clients* (Chapter 8: pp. 164–168, 178–185; Chapter 9: pp. 190–193, 198–202; Chapter 10: pp. 206–215, 219–224). Thousand Oaks, CA: Sage.

Killerman, S. (2013). *The social justice advocate's handbook: A guide to gender* (Chapters 15–21). Austin, TX: Impetus Books.

Steinmetz, K. (2014, June 9). The transgender tipping point: America's next civil rights frontier. *Time*, 183(22), 38–46.

Recommended Reading

Burdge, B. J. (2007). Bending gender, ending gender: Theoretical foundations for social work practice with the transgender community. *Journal of Social Work*, 52(3), 243–250.

Meyer, I. H., & Northridge, M. E. (2007). *The health of sexual minorities* (Chapter 4). New York, NY: Springer.

Unit 5: Children and Adolescents
DATE**Topics**

- Life span development and intersectionality
- Bullying and school systems
- DSM-5 with children and adolescents
- ADHD and LGBT+

This session relates to course objectives 2–5.

Required Reading

Burton, J. K. (2012). Attention-deficit/hyperactive disorder. In P. Levounis, J. Drescher, & M. Barber (Eds.), *The LGBT casebook*. Arlington, VA: American Psychiatric Publishing.

- Cianciotto, J., & Cahill, S. (2012). *LGBT youth in America's schools* (Chapter 3). Ann Arbor: University of Michigan Press.
- Daley, A., Solomon, S., Newman, P. A., & Mishna, F. (2008). Traversing the margins: Intersectionalities in the bullying of lesbians, gay, bisexual, and transgender youth. *Journal of Gay & Lesbian Social Services, 19*(3–4), 9–29.
- Felitti, M. D., Vincent, J., Anda, M. D., Robert, F., Nordenberg, M. D., Williamson, M. S., & James, S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) study. *American Journal of Preventive Medicine, 14*(4), 245–258.
- Russell, S. T., Clarke, T. J., & Claty, J. (2009). Are teens “post-gay”? Contemporary adolescents’ sexual identity labels. *Journal of Youth and Adolescents, 38*, 884–890.
- Schott, E. (2013). ADHD identity: A conceptual developmental model. *Journal of International Interdisciplinary Social and Community Studies, 7*(1), 141–153.
674–697.

Recommended Reading

- Almeida, J., Johnson, R. M., Corliss, H. L., Molnar, B. E., & Azrael, D. (2009). Emotional distress among LGBT youth: The influence of perceived discrimination based on sexual orientation. *Journal of Youth and Adolescence, 38*(7), 1001–1014.
- Craig, S., Edmon, W. T., & Wagner, E. F. (2008). Empowering lesbian, gay, bisexual, and transgender youth: Lessons learned from a Safe Schools Summit. *Journal of Gay & Lesbian Social Services, 20*(3), 237–252.
- Crisp, C., & McCave, E. L. (2007). Gay affirmative practice: A model for social work practice with gay, lesbian, and bisexual youth. *Child and Adolescence Social Work Journal, 24*, 403–421.
- Daley, A., Solomon, S., Newman, P. A., & Mishna, F. (2008). Traversing the margins: Intersectionalities in the bullying of lesbian, gay, bisexual, and transgender youth. *Journal of Gay and Lesbian Social Services, 19*(3–4), 9–29.
- Meyer, I. H., & Northridge, M. E. (2007). *The health of sexual minorities* (Chapter 2). New York, NY: Springer.
- Morrow, D. F. (2004). Social work practice with gay, lesbian, bisexual, and transgender adolescents. *Families in Society, 85*(1), 91–99.
- Needham, B. L., & Austin, E. L. (2010). Sexual orientation, parental support, and health during the transition to young adulthood. *Journal of Youth Adolescence, 39*, 1189–1198.

Picavet, C. (2005). Lesbian, gay, and bisexual identities and youth: Psychological perspectives. *Archives of Sexual Behavior*, 34(6), 713–714.

Tharinger, D., & Wells, G. (2000). An attachment perspective on the developmental challenges of gay and lesbian adolescents: The need for continuity of caregiving from family and schools. *School Psychology Review*, 29(2).

Unit 6: Wise Populations: Working With Older Members of the Community

DATE

Topics

- Life span development and intersectionality
- Bereavement
- Health and mental health
- Socialization and sexuality (PLISSIT model for assessment)

This session relates to course objectives 2–5.

Required Reading

Bigner, J. J., & Wetchler, J. L. (2012). *Handbook of LGBT-affirmative couple and family therapy* (Chapter 16). New York, NY: Routledge.

Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emlet, 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*, 1–49.

Wallace Kazer, M. (2012). Sexuality assessment for older adults. *Try This: Best Practices in Nursing Care for Older Adults*, 10. Retrieved from http://consultgerirn.org/uploads/File/trythis/try_this_10.pdf

Recommended Reading

Cronin, A., & King, A. (2010). Power, inequality and identification: Exploring diversity and intersectionality amongst older LGB adults. *Sociology*, 44(5), 876–892.

Grabowska, M., & Zastepowski, P. (2013). Sense of sexual attractiveness, sexual behaviors and satisfaction in gay men and lesbians in late adulthood. *Polskie Forum Psychologiczne*, 18(4), 486–500.

Haber, D. (2009). Gay aging. *Gerontology & Geriatrics Education*, 30(3), 267–280.

Kertzner, R. M. (2007). Developmental issues in lesbian and gay adulthood. *Health of Sexual Minorities*, 48–64.

- Larson, N. (2006). Becoming "one of the girls": The transition to lesbian in midlife. *Affilia*, 21(3), 296–305.
- Smith, L. A., McCaslin, R., Chang, J., Martinez, P., & McGrew, P. (2010). Assessing the needs of older gay, lesbian, bisexual, and transgender people: A service-learning and agency partnership approach. *Journal of Gerontological Social Work*, 53(5), 387–401.
- Sullivan, K. M. (2013). Acceptance in the domestic environment: The experience of senior housing for lesbian, gay, bisexual, and transgender seniors. *Journal of Gerontological Social Work*, 1–28.

Unit 7: Marriage Equality and Couples Therapy

DATE

Topics

- Current state of affairs of local state and national same-sex marriage
- Engaging, assessing, and intervening with couples

This session relates to course objectives 2–5 .

Required Reading

- Bigner, J. J., & Wetchler, J. L. (2012). *Handbook of LGBT-affirmative couple and family therapy* (Chapters 2, 3). New York, NY: Routledge.
- Gonzales, G. (2014). Same-sex marriage: A prescription for better health. *New England Journal of Medicine*, 370, 1373–1376.

Recommended Reading

- Markey, P., Markey, C., Nave, C., & August, K. (2014). Interpersonal problems and relationship quality: An examination of gay and lesbian romantic couples. *Journal of Research in Personality*, 51, 1–8.
- Reczek, C., & Umberson, D. (2012). Gender, health behavior, and intimate relationships: Lesbian, gay, and straight contexts. *Social Science & Medicine*, 74(11), 1783–1790.
- Vries, B. D. (2007). LGBT couples in later life: A study in diversity. *Generations*, 31(3), 18–23.
- Woodford, M. R. (2010). Same-sex marriage and beyond. *Journal of Gay and Lesbian Social Services*, 22(1–2), 1–8.

Unit 8: Families**DATE****Topics**

- Diversity of families
- Engaging, assessing, and intervening with families
- LGBT+ parents
- Parenting LGBT+ children

This session relates to course objectives 2–5.

Required Reading

Bigner, J. J., & Wetchler, J. L. (2012). *Handbook of LGBT-affirmative couple and family therapy* (Chapters 12–14). New York, NY: Routledge.

Recommended Reading

Baiocco, R., Fontanesi, L., Santamaria, F., Ioverno, S., Marasco, B., Baumgartner, E., . . . Laghi, F. (2014). Negative parental responses to coming out and family functioning in a sample of lesbian and gay young adults. *Journal of Child Family Studies*, 1–11.

Croghan, C. F., Moone, R. P., & Olson, A. M. (2014). Friends, family, and caregiving among midlife and older lesbian, gay, bisexual, and transgender adults. *Journal of Homosexuality*, 61(1), 79–102.

Edwards, L. L., Robertson, J. A., Smith, P. M., & O'Brien, N. B. (2014). Marriage and family training programs and their integration of lesbian, gay, and bisexual identities. *Journal of Feminist Family Therapy*, 26(1), 3–27.

Goldberg, A. E., & Allen, K. R. (2013). *LGBT-parent families*. New York, NY: Springer.

[Free PDF](#)

Jennings, S., Mellish, L., Tasker, F., Lamb, M., & Golombok, S. (2014). Why adoption? Gay, lesbian, and heterosexual adoptive parents' reproductive experiences and reasons for adoption. *Adoption Quarterly*, 1–37.

Kuvalanka, K., Leslie, L. A., & Radina, R. (2014). Coping with sexual stigma emerging adults with lesbian parents reflect on the impact of heterosexism and homophobia during their adolescence. *Journal of Adolescent Research*, 29(2), 241–270.

Ryan, C., Russell, S. T., Huebner, D., Diaz, R., & Sanchez, J. (2010). Family acceptance in adolescence and the health of LGBT young adults. *Journal of Child and Adolescent Psychiatric Nursing*, 23, 205–213.

Unit 9: Mental Health and Health Issues for the LGBTQIAA+ Community

DATE

Topics

- Health issues
- Mental health issues
- Suicide
- Gay affirmative therapy

This session relates to course objectives 2–5.

Required Reading

Alderson, K. (2013). *Counseling LGBTI clients* (Chapter 3: pp. 41–45; Chapter 4: pp. 73–75, 88–90). Thousand Oaks, CA: Sage.

Crisp, C. (2006). The gay affirmative practice scale (GAP): A new measure for assessing cultural competence with gay and lesbian clients. *Social Work, 51*(2), 115–126.

Finney, K., & Schott, E. (2015). Psychopharmacology and psychoeducation for the treatment of major depressive disorder. In E. Schott & E. Weiss (Eds.), *Transformative social work practice*. Thousand Oaks, CA: Sage.

Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. *Psychological Bulletin, 129*(5).

Recommended Reading

Haas, A. P., Eliason, M., Mays, V. M., Mathy, R. M., Cochran, S. D., D'Augelli, A. R., . . . Clayton, P. J. (2010). Suicide and suicide risk in lesbian, gay, bisexual, and transgender populations: Review and recommendations. *Journal of Homosexuality, 58*(1), 10–51.

Lucksted A. (2004). Lesbian, gay, bisexual, and transgender people receiving services in the public mental health system: Raising issues. *Journal of Gay and Lesbian Psychotherapy, 8*(3–4), 25–42.

Meyer, I. H., & Northridge, M. E. (2007). *The health of sexual minorities* (Chapters 7–8, 11–13, 18–21, 25–26). New York: Springer.

Mustanski, B., Newcomb, M. E., & Garofalo, R. (2011). Mental health of lesbian, gay, and bisexual youths: A developmental resiliency perspective. *Journal of Gay & Lesbian Social Services, 23*(2), 204–225.

Ryan, C., & Gruskin, E. (2006). *Sexual orientation and gender expression in social work practice: Health concerns for lesbians, gay men, and bisexuals*. Chichester, NY: Columbia University Press.

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. *Health of Sexual Minorities*, 607–637.

Unit 10: HIV/AIDS

DATE

Topics

- History of the global pandemic
- Global prevalence rates
- Social work assessment, intervention, and treatment
- PBS *Frontline* documentary: “The Age of AIDS”

This session relates to course objectives 1–5.

Required Reading

Land, H. (2015). Working with diverse groups of people affected by HIV/AIDS. In E. Schott & E. Weiss (Eds.), *Transformative social work practice*. Thousand Oaks, CA: Sage.

Meyer, I. H., & Northridge, M. E. (2007). *The health of sexual minorities* (Chapter 27). New York, NY: Springer.

Recommended Reading

Dworkin, S. H., & Pope, M. (2012). *Casebook for counseling lesbian, gay, bisexual, and transgender persons and their families* (Chapter 25). Alexandria, VA: American Counseling Association.

Latkin, C. A., & Knowlton, A. R. (2005). Micro-social structural approaches to HIV prevention: A social ecological perspective. *AIDS Care: Psychological and Socio-Medical Aspects of AIDS/HIV*, 17(1), 102–113.

Meyer, I. H., & Northridge, M. E. (2007). *The health of sexual minorities* (Chapters 22, 24). New York, NY: Springer.

Unit 11: Substance Abuse and Addictions

DATE

Topics

- Prevalence and etiology
- DSM-5 diagnosing
- Assessment and intervention

This session relates to course objectives 2–5.

Required Reading

- Alderson, K. (2013). *Counseling LGBTI clients* (Chapter 5: pp. 103–105; Chapter 6: pp. 125–126). Thousand Oaks, CA: Sage.
- Kafka, M. P. (2010). Hypersexual disorder: A proposed diagnosis for DSM-V. *Archives of Sexual Behavior*, 39(2), 377–400.
- Padykula, N. L., & Conklin, P. (2009). The self-regulation model of attachment trauma and addiction. *Clinical Social Work Journal*, 38(4), 351–360.
- Redding, B. (2014, July/August). LGBT substance use—beyond statistics. *Social Work Today*, 14(4), 8. Retrieved from <http://www.socialworktoday.com/archive/070714p8.shtml> (go to this link).

Recommended Reading

- Anderson, S. (2009). *Substance use disorders in lesbian, gay, bisexual, and transgender clients* (Chapters 2, 6). New York, NY: Columbia University Press.
- Bigner, J. J., & Wetchler, J. L. (2012). *Handbook of LGBT-affirmative couple and family therapy* (Chapter 22). New York, NY: Routledge.
- Dworkin, S. H., & Pope, M. (2012). *Casebook for counseling lesbian, gay, bisexual, and transgender persons and their families* (Chapter 24). Alexandria, VA: American Counseling Association.
- Marshal, M. P., Friedman, M. S., Stall, R., & Thompson, A. L. (2009). Individual trajectories of substance use in lesbian, gay and bisexual youth and heterosexual youth. *Addiction*, 104(6), 974–981.
- Matthews, A., Li, C., Kuhns, L., Tasker, T., & Cesario, J. (2013). Results from a community-based smoking cessation treatment program for LGBT smokers. *Journal of Environmental and Public Health*. Article ID 984508.
- Meyer, I. H., & Northridge, M. E. (2007). *The health of sexual minorities* (Chapter 23). New York, NY: Springer.
- Rosario, M., Schrimshaw, E. W., & Hunter, J. (2004). Predictors of substance use over time among gay, lesbian, and bisexual youths: An examination of three hypotheses. *Addictive Behaviors*, 29(8), 1623–1631.
- Wolf, D., & Dew, B. (2012). Understanding risk factors contributing to substance use among MTF transgender persons. *Journal of LGBT Issues in Counseling*, 6, 237–256.

Unit 12: Special Topics: IPV, Workplace Discrimination, Community Violence, SES/Poverty, Online Therapy, Conversion Therapy

DATE

Topics

- Intimate partner violence (IPV)
- Workplace discrimination
- Poverty and SES
- Community violence
- Online therapy
- Conversion therapy
- Animal Assisted Therapy
- Prison Population

This session relates to course objectives 1–5.

Required Reading

- Alderson, K. (2013). *Counseling LGBTI clients* (Chapter 3: pp. 45–48; Chapter 4: pp. 75–87; Chapter 5: pp. 105–106; Chapter 6: pp. 126–127; Chapter 8: pp. 168–170; Chapter 9: pp. 193–194; Chapter 10: pp. 215–216). Thousand Oaks, CA: Sage.
- Bigner, J. J., & Wetchler, J. L. (2012). *Handbook of LGBT-affirmative couple and family therapy* (Chapter 21). New York, NY: Routledge.
- Hollis, L. P., & McCalla, S. A. (2013). Bullied back into the closet: Disengagement of LGBT employees facing workplace bullying. *Journal of Psychological Issues in Organizational Culture*, 4(2), 6–16.

Recommended Reading

- Baumle, A. K. (2014). Same-sex cohabiting elders versus different-sex cohabiting and married elders: Effects of relationship status and sex of partner on economic and health outcomes. *Social Science Research*, 43, 60–73.
- Black, D. A., Sanders, S. G., & Taylor, L. J. (2007). The economics of lesbian and gay families. *Journal of Economic Perspectives*, 21(2), 53–70.
- Blashill, A. J., & Powlishta, K. (2008). Gay stereotypes: The use of sexual orientation as a cue for gender-related attributes. *Sex Roles*, 61, 783–793.
- Friedman, M. S., Marshal, M. P., Stall, R., Cheong, J., & Wright, E. R. (2008). Gay-related development, early abuse, and adult health outcomes among gay males. *AIDS and Behavior*, 12(6), 891–902.

- Heintz, A. J., & Melendez, R. M. (2006). Intimate partner violence and HIV/STD risk among lesbian, gay, bisexual, and transgender individuals. *Journal of Interpersonal Violence*, 21, 193–207.
- McKenry, P. C., Serovich, J. M., Mason, T. L., & Mosack, K. (2006). Perpetration of gay and lesbian partner violence: A disempowerment perspective. *Journal of Family Violence*, 21(4), 233–243.
- Meyer, I. H., & Northridge, M. E. (2007). *The health of sexual minorities* (Chapters 6, 10). New York, NY: Springer.
- Seelau, S. M., & Seelau, E. P. (2005). Gender-role stereotypes and perceptions of heterosexual, gay and lesbian domestic violence. *Journal of Family Violence*, 20(6), 363–371.

Unit 13: Social Welfare Policy: Legal and Ethical Concerns With Sexual Minorities

DATE

Topics

- LAMBDA Legal and Human Rights Campaign
- Legal and ethical issues
- State and federal policies and law

This session relates to course objective 1.

Required Reading

- Alderson, K. (2013). *Counseling LGBTI clients* (Appendix D). Thousand Oaks, CA: Sage.
- Bigner, J. J., & Wetchler, J. L. (2012). *Handbook of LGBT-affirmative couple and family therapy* (Chapters 27, 28). New York, NY: Routledge.
- Migliorini, B. G. (1986, April 24). Homosexuals. *Daily Trojan*, 100(67), 5. Retrieved from <http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/120476/rec/72>

Recommended Reading

- Abrahams, P. (1985, September 30). AIDS dilemma. *Daily Trojan*, 100(20), 4. Retrieved from <http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/120439/rec/98>
- Balkin, R. S., Watts, R. E., & Ali, S. R. (2014). A conversation about the intersection of faith, sexual orientation, and gender: Jewish, Christian, and Muslim perspectives. *Journal of Counseling & Development*, 92, 187–193.
- Bock, C. (1989, March 14). Candidates likened to Hitler. *Daily Trojan*, 108(41), 5. Retrieved

from

<http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/118249/rec/41>

Brown, T. (1991, April 5). Homosexuals should not become parents: Conventional family forms society's basis. *Daily Trojan*, 114(53), 5. Retrieved from <http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/159155/rec/53>

Committee on Government, United States Congress Senate. (1950). Employment of homosexuals and other sex perverts in government (interim report submitted to the Committee on Expenditures in the Executive Departments by its Subcommittee on Investigations pursuant to S. Res. 280, 81st Congress, a resolution authorizing the Committee on Expenditures in the Executive Departments to carry out certain duties). Washington, DC: United States Government Printing Office. Retrieved from <https://ecf.cand.uscourts.gov/cand/09cv2292/evidence/PX2337.pdf>

Crabb, P. (1985, October 30). AIDS blood test. *Daily Trojan*, 100(42), 4. Retrieved from <http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/118905/rec/120>

Cullen, J. (1991, April 11). Sexual orientation not up for choice. *Daily Trojan*, 114(57), 5. Retrieved from <http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/159068/rec/57>

Dorch, N. (1989, March 14). Shortfall of AIDS awareness rears ugly head of prejudice. *Daily Trojan*, 108(41), 5. Retrieved from <http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/118249/rec/41>

Drexel, K. M. (1985, September 25). AIDS: A medical issue not a civil rights issue. *Daily Trojan*, 100(17), 4. Retrieved from <http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/120193/rec/95>

Eu, M. F. (1978). California Proposition 6, school employees. Homosexuality. Initiative statute. In *California voters pamphlet: General election, November 7, 1978* (pp. 28–31). Sacramento, CA: Secretary of State. Retrieved from http://librarysource.uchastings.edu/ballot_pdf/1978g.pdf

Eu, M. F. (1986). California Proposition 64, acquired immune deficiency syndrome (AIDS). Initiative statute. In *California ballot pamphlet: General election, November 4, 1986* (pp. 48–51). Sacramento, CA: Secretary of State. Retrieved from http://librarysource.uchastings.edu/ballot_pdf/1986g.pdf

- Eu, M. F. (1988). California Proposition 69, acquired immune deficiency syndrome—AIDS. Initiative statute. In *California ballot pamphlet: Primary election, June 7, 1988* (pp. 16–19). Sacramento, CA: Secretary of State. Retrieved from http://librarysource.uchastings.edu/ballot_pdf/1988p.pdf
- Eu, M. F. (1988). California Proposition 102, reporting exposure to AIDS virus. Initiative statute. In *California ballot pamphlet: General election, November 8, 1988* (pp. 94–97). Sacramento, CA: Secretary of State. Retrieved from http://librarysource.uchastings.edu/ballot_pdf/1988g.pdf
- Falconer, R. (1985, October 30). AIDS speech. *Daily Trojan*, 100(42), 4. Retrieved from <http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/118905/rec/120>
- Flemming, J. (1992, February 23). Return fire on Dannemeyer, AIDS. *Los Angeles Times*. Retrieved from http://articles.latimes.com/1992-02-23/local/me-4928_1_hiv-free-today-aliso-viejo-teen-age
- Greene, S. (1985, October 9). AIDS response. *Daily Trojan*, 100(27), 5. Retrieved from <http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/121844/rec/105>
- Koh, B. (1988, September 26). 10,000 put best foot forward to fight AIDS. *Los Angeles Times*. Retrieved from http://articles.latimes.com/1988-09-26/local/me-1826_1_aids-project
- Lewis, J. (1986, February 5). Gay students victimized by AIDS scare. *Daily Trojan*, 100(19), 10. Retrieved from <http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/118888/rec/19>
- Lindgren, K. (1986, July 6). Enter on stage right: Crusader Dannemeyer, defender of his faith. *Los Angeles Times*. Retrieved from http://articles.latimes.com/1986-07-06/local/me-23093_1_bill-dannemeyer
- Maandig, C. (1988, September 14). Students to lead AIDS walk fund raiser under way to benefit research and patients. *Daily Trojan*, 107(6), 3, 10. Retrieved from <http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/125016/rec/84>
- Mednick, K. (1986, February 5). Research project set on finding solutions for the AIDS virus. *Daily Trojan*, 100(19), 11. Retrieved from <http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/118888/rec/19>
- Pearson, R. (1990, April 9). AIDS patient Ryan White dies: Indiana youth's plight touched the nation. *Washington Post*. Retrieved from <http://www.washingtonpost.com/wp-srv/national/longterm/aids/stories/white040990.htm>

- Renwick, W. (1991, February 27). AIDS counseling planned. *Daily Trojan*, 114(32), 1, 17. Retrieved from <http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/159720/rec/32>
- Roderick, K. (1988, October 19). AIDS battle lines are drawn again in state: Major health organizations attack Prop. 102, sponsored by Paul Gann and Rep. Dannemeyer. *Los Angeles Times*. Retrieved from http://articles.latimes.com/1988-10-19/news/mn-3568_1_major-health-organizations
- Ryan White grave vandalized. (1991, July 9). *Milwaukee Sentinel*. Retrieved from <http://www.jsonline.com/>
- Siplon, P. D. (1999). Washington's response to the AIDS epidemic: The Ryan White CARE Act. *Policy Studies Journal*, (27)4, 796–808. doi: 10.1111/j.1541-0072.1999.tb02004.x
- Student, G. (1985, October 1). AIDS response. *Daily Trojan*, 100(21), 5. Retrieved from <http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/118584/rec/99>
- Tackett, M. (1990, April 12). Mourners hail Ryan White. *Chicago Tribune*. Retrieved from http://articles.chicagotribune.com/1990-04-12/news/9001300572_1_hamilton-heights-high-school-ryan-white-fear-and-understanding
- Taylor, J. (2010, March 10). The basics: The Ryan White HIV/AIDS program. *George Washington University National Health Policy Forum*. Retrieved from http://www.nhpf.org/library/the-basics/Basics_RyanWhite_03-10-10.pdf
- Toce, S. (2011, July 13). Jeanne White-Grinder speaks about her son, Ryan. *Windy City Times*. Retrieved from <http://www.windycitymediagroup.com/ARTICLE.php?AID=32734>
- Torry, V. (1988, March 14). Senate hopeful who finds gays immoral? Scary. *Daily Trojan*, 108(41), 4. Retrieved from <http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/118249/rec/41>
- Weikel, D. (1992, February 15). Dannemeyer knocks Bush on AIDS policies. *Los Angeles Times*. Retrieved from http://articles.latimes.com/1992-02-15/local/me-1647_1_aids-policies
- Whitman, J. S., & Bidell, M. P. (2014). Affirmative lesbian, gay, and bisexual counselor education and religious beliefs: How do we bridge the gap? *Journal of Counseling & Development*, 92, 162–169.
- Williams, W. (1991, April 9). Sexual preference of parents doesn't matter. *Daily Trojan*,

114(55), 5. Retrieved from
<http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/160091/rec/55>

Unit 14: Social Work With Sexual Minorities in Military Systems

DATE

Topics

- Active military service members
- Veterans
- [Militaryacceptanceproject.org](http://militaryacceptanceproject.org)

This session relates to course objectives 2–5.

Required Reading

Cochran, B. N., Balsam, K., Flentje, A., Malte, C. A., & Simpson, T. (2013). Mental health characteristics of sexual minority veterans. *Journal of Homosexuality*, 60(2–3), 419–435.

Kavanaugh, K. (2013). Fighting for country and acceptance: The continued journey of lesbian, gay, bisexual and transgender service members and their families. *Intersections in Practice*, 7. Washington, DC: National Association of Social Workers Specialty Sections Practice.

Stone, F. (2015). The suicidal military client. In E. Schott & E. Weiss (Eds.), *Transformative social work practice*. Thousand Oaks, CA: Sage.

Recommended Reading

Moradi, B. (2009). Sexual orientation disclosure, concealment, harassment, and military cohesion: Perceptions of LGBT military veterans. *Military Psychology*, 21(4), 513–533.

Price, E., & Limberg, D. (2013). Addressing the mental health needs of gay military veterans: A group counseling approach. *Journal of Military and Government Counseling*, 1(1), 26–39.

Yerke, A. F., & Mitchell, V. (2013). Transgender people in the military: Don't ask? Don't tell? Don't enlist! *Journal of Homosexuality*, 60(2-3), 436-457.

Unit 15: Human Rights: Global and Diverse Social Work With Sexual and Gender Minorities

DATE

Topics

- Picture of the global LGBT+ community
- Diversity competency
- Human rights
- Interview with Dr. Vivienne Cass

This session relates to course objectives 1–5.

Required Reading

Cass, V. (1996). Sexual orientation identity formation: A western phenomenon. In R. Cabaj & T. Stein (Eds.), *The textbook of homosexuality and mental health*. Washington, DC: American Psychiatric Press.

Nair, M. (2015). Global social work. In E. Schott & E. Weiss (Eds.), *Transformative social work practice*. Thousand Oaks, CA: Sage.

Obama, B. H. (2011). Presidential memorandum—international initiatives to advance the human rights of lesbian, gay, bisexual, and transgender persons. Washington, DC: The White House, Office of the Press Secretary.

Recommended Reading

Currier, A. (2010). Political homophobia in postcolonial Namibia. *Gender & Society*, 24(1), 110–129.

Kollman, K., & Waites, M. (2009). The global politics of lesbian, gay, bisexual and transgender human rights: An introduction. *Contemporary Politics*, 15(1), 1–17.

Marks, S. M. (2006). Global recognition of human rights for lesbian, gay, bisexual, and transgender people. *Health and Human Rights*, 33–42.

Meyer, I. H., & Northridge, M. E. (2007). *The health of sexual minorities* (Chapters 5, 9). New York, NY: Springer.

FINAL ASSIGNMENT Due finals week Date TBA

University Policies and Guidelines

VIII. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

IX. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A:

<http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

X. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Dr. Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XI. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12th and Olive)	Orange County	Faculty Parking Lot
MRF	Leavey Lawn	San Diego	Building Parking Lot
SWC	Leavey Lawn	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not reenter the building until given the “all clear” by emergency personnel.

XII. STATEMENT ABOUT INCOMPLETES

The grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XIII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly (<http://www.socialworkers.org/pubs/Code/code.asp>)

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the lead of the SOWK 696 elective Dr. Erik Schott, at eschott@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor or contact Dr. June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance.

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.

Go Cardinal and Gold!

USC Class of...

Fight On!

SOWK 696: Assignment Prompts & Rubrics**Assignment 1: Journal****Due: By the start of class on Unit 2, 5, 8, 11, & 14**

Students will journal 2-4 pages in a standard composition journal every two to three units for a total of five journal entries. Entries will be scanned into a PDF file and uploaded by the beginning of class in Units 2, 5, 8, 11, and 14. A suggestion is to use the “Genius Scan” app to scan your entry or use your standard scanner (Please contact your instructor if you require using an electronic format). Journal entries will contain the students’ self-reflection and personal challenge that arose during the prior two to three units before the entry is due. The entry will not need to comply with APA format and should be in the student’s own hand writing. Students will be graded on effort and their ability to do insight reflection. Each entry is worth 4 points for a total of 20 point for Assignment #1. Each entry will be reduce by -.5 points for each day late. This personal assignment will be treated with the upmost professional social work confidentiality.

Rubric

- 4 A This is an example of an excellent display of effort and insight reflection
 - 3.5 B+ This is a very good example
 - 3 C This is a sufficient example (passing)
 - 2/1 F This is a poor example
- (-.5 point deduction for each day late)

Assignment 2: Experience Within the LGBT+ Community**Due: By the start of class on Unit 7**

Students will be expected to write a 3-page paper about an LGBT+ community experience. The paper will be based on the degree to which the student challenged him- or herself by the experience and the depth of thinking it provoked. The paper should address why the student chose the particular experience and how the experience may impact the student's work with LGBT+ clients. Experiences can range dramatically. For example: attend a gay pride parade or other LGBT+ event, watch a significant gay themed movie or read a book, visit a center or agency providing some type of LGBT+ service, etc. If you are uncertain about the appropriateness of the "experience" for this assignment, please contact your instructor. This assignment is worth 30 points. Again, the personal aspects of this assignment will be treated with the upmost professional social work confidentiality.

Papers should be 3 pages (not counting the title page or reference list), double-spaced with 1-inch margins on all sides, with 12-point Times New Roman font. Insert page numbers starting with the title page. Use subheadings (in bold font) to organize your paper. See *APA Manual*, p. 62, for *levels of headings*. Throughout the paper, provide references with a minimum of 3 scholarly works (which must be outside sources not in SOWK 696 syllabus). Use editorial and referencing styles as specified in the *Publication Manual of the American Psychological Association*, 6th edition (<http://apastyle.apa.org/>). Assignment grades will be reduced by -1 for each day late. Please utilize the file "APA Paper Template" to assist you in properly formatting your paper.

SOWK 696 - Assignment #2 Grading Rubric

Identify and Describe Event <ul style="list-style-type: none"> Accurately and sufficiently describe the approved event Student addressed why they selected this event 	Score /10
Provide Analysis of the Experience <ul style="list-style-type: none"> Student challenged themselves by the experience Provided depth of thinking that the experience provoked Described how the experience may impact the student's work with LGBT+ clients/community Student used original thoughts to discuss experience The student incorporated scholarly discussion to support their paper 	Score /10
Explore Activated Feelings (Countertransference "Like") That Arose <ul style="list-style-type: none"> Sufficiently provided an in-depth personal reflection Gave adequate attention to characteristics of intersectionality: gender identity, class, sexual identity, race/ethnicity, religion/spirituality, age, sex, education, geography, immigration, mental health, disability, SES 	Score /5
Writing Quality, APA Format & References <ul style="list-style-type: none"> 3 pages Minimum of 3 scholarly works (must be found outside of the 696 syllabus) APA references accurate Writing is clear and without grammar errors -1 point deduction of each day late 	Score /5
Comments:	Total: /30

Assignment 3: Final Paper

Due: Finals week

Students will be expected to write a scholarly paper of 6 pages. Papers will present a case study from a meta-framework (micro, mezzo, macro, and global) perspective. This final assignment should demonstrate the student's ability to apply what was learned in the course (from lectures, presentations, readings) and demonstrate the student's ability to critically think and conduct a meta-framework analysis and assessment. Papers that address the biological/psychological/social/political issues within the LGBT+ community should demonstrate originality of thought and, again, reference course material in the establishment of arguments. Examples can range from: a client case study, analysis of a current state or federal policy/law, it could have a health or medical focus, it can be a global issue, etc. If you are uncertain about the appropriateness of the "case study" for this assignment, please contact your instructor. This assignment is worth 40 points.

Papers should be 6 pages (not counting the title page or reference list), double-spaced with 1-inch margins on all sides, with 12-point Times New Roman font. Insert page numbers starting with the title page. Use subheadings (in bold font) to organize your paper. See *APA Manual*, p. 62, for *levels of headings*. Throughout the paper, provide references with a minimum of 6 scholarly works (3 must be outside sources not in SOWK 696 syllabus). Use editorial and referencing styles as specified in the *Publication Manual of the American Psychological Association*, 6th edition (<http://apastyle.apa.org/>). Assignment grades will be reduced by -1 for each day late. Please utilize the file "APA Paper Template" to assist you in properly formatting your paper.

SOWK 696 - Assignment #3 Grading Rubric

Overview of Importance and Significance of Case Study <ul style="list-style-type: none"> The student considered the importance and the significance of the case study presented in the paper Student used original thoughts regarding the case study 	Score /10
Meta-Framework Analysis <ul style="list-style-type: none"> Student applied what was learned in the course (from lectures, presentations, readings) Critical thinking and originality of thought was demonstrated Analysis and assessment included a meta-framework perspective that incorporated the micro, mezzo, macro and global levels of the case study presented (when possible) Paper addressed the biological/psychological/social/political issues within the LGBT+ community (when possible) The student incorporated scholarly discussion to support their paper 	Score /25
Writing Quality, APA Format & References <ul style="list-style-type: none"> 6 pages Minimum 6 scholarly works (at least 3 of those must be found outside of the 696 syllabus) APA references accurate Writing is clear and without grammar errors -1 point deduction of each day late 	Score /5
Comments:	Total: /40