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
E-Mail: eschott@usc.edu
Telephone: 323-333-7575
Office: SWC 222
Office Hours: Wed & by appointment

COURSE DAY: WEDNESDAY
Course Time: 10:15am PST & 12:00pm PST
Course Location: VAC
Twitter: @EriksEasel

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/sexual/aexual/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:

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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).</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td>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.</td>
</tr>
</tbody>
</table>

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:

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

* Highlighted in this course

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

<table>
<thead>
<tr>
<th>Competencies/Knowledge, Values, Skills</th>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking—apply critical thinking to inform and communicate professional judgments</td>
<td>1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
<td>Assignments 1, 2, and 3 Class participation</td>
</tr>
<tr>
<td></td>
<td>2. Analyze and utilize models of assessment, prevention, intervention, and evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
<td></td>
</tr>
</tbody>
</table>
### Diversity in practice—engage diversity and difference in practice

Social workers competent in diversity in practice:

- 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>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
</tr>
<tr>
<td>5.</td>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
</tr>
<tr>
<td>6.</td>
<td>Recognize and communicate understanding of the importance of difference in shaping life experiences</td>
</tr>
<tr>
<td>7.</td>
<td>View themselves as learners and engage those with whom they work as informants</td>
</tr>
<tr>
<td></td>
<td>Assignments 1, 2, and 3</td>
</tr>
<tr>
<td></td>
<td>Class exercises and participation</td>
</tr>
</tbody>
</table>

### Human rights and justice—advance human rights and social and economic justice

Social workers competent in human rights and justice:

- 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>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Understand the forms and mechanisms of oppression and discrimination</td>
</tr>
<tr>
<td>9.</td>
<td>Advocate for human rights and social and economic justice</td>
</tr>
<tr>
<td>10.</td>
<td>Engage in practices that advance social and economic justice</td>
</tr>
<tr>
<td></td>
<td>Assignments 1, 2, and 3</td>
</tr>
<tr>
<td></td>
<td>Class participation</td>
</tr>
<tr>
<td></td>
<td>Assignments 1, 2, and 3</td>
</tr>
<tr>
<td></td>
<td>Class participation</td>
</tr>
</tbody>
</table>
### Practice contexts—respond to contexts that shape practice

Social workers competent in practice contexts:
- 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

### 11. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

| Assignments 1, 2, and 3 Class participation |

---

### Engage, assess, intervene, evaluate—engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

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:
- 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

### 12. Engagement:
- Substantively and affectively prepare for action with individuals.
- Use empathy and other interpersonal interviewing skills.
- Develop a mutually agreed upon focus of work and desired outcomes.

| Assignment 3 |

### 13. Assessment:
- Collect, organize, and interpret client data.
- Assess client strengths and limitations.
- Develop mutually agreed-upon intervention goals and objectives.
- Select appropriate intervention strategies.

| Assignment 3 |

### 14. Intervention:
- Implement actions to achieve agency-related goals.
- Implement prevention interventions that enhance client capacities.
- Help clients resolve problems.
- Negotiate, mediate, and advocate for clients.
- Facilitate transitions and endings.

| Assignment 3 |

### 15. Evaluation: Critically analyze, monitor, and evaluate interventions.

| Assignment 3 |
VI. Course Assignments, Due Dates, and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Journal</td>
<td>Every second week ×5</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2: Experience Paper</td>
<td>7th week</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 3: Final Paper</td>
<td>Final week</td>
<td>40%</td>
</tr>
<tr>
<td>Assignment 4: Class Participation &amp; Weekly Current Event</td>
<td>Throughout semester</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

*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 Aysch): 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:

<table>
<thead>
<tr>
<th>Class Grades</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.85–4.00</td>
<td>92.5–100</td>
</tr>
<tr>
<td>3.60–3.84</td>
<td>89.5–92.4</td>
</tr>
<tr>
<td>3.25–3.59</td>
<td>86.5–89.4</td>
</tr>
<tr>
<td>2.90–3.24</td>
<td>82.5–86.4</td>
</tr>
<tr>
<td>2.60–2.89</td>
<td>80.5–82.4</td>
</tr>
<tr>
<td>2.25–2.59</td>
<td>76.5–80.4</td>
</tr>
<tr>
<td>1.90–2.24</td>
<td>73.5–76.4</td>
</tr>
<tr>
<td></td>
<td>70.5–73.4</td>
</tr>
</tbody>
</table>

VII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbooks


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


**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.


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](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](http://www.glbtrt.ala.org))
- [childrenwithhairloss.us](http://childrenwithhairloss.us)
### Course Overview

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

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

Topics

- Competencies for social workers
- Defining the LGBTQQIAA+
- 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


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


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

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**


**Recommended Reading**

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

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](http://www.pbs.org/wgbh/pages/frontline/shows/assault/etc/quiz.html)

This session relates to course objectives 2–5.
**Required Reading**


**Recommended Reading**


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**


**Recommended Reading**


---

**Unit 5: Children and Adolescents**

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**


**Recommended Reading**


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

**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**


**Recommended Reading**


**Unit 7: Marriage Equality and Couples Therapy**

**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**


**Recommended Reading**


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**


**Recommended Reading**


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

Topics

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

This session relates to course objectives 2–5.

Required Reading


Recommended Reading


### Unit 10: HIV/AIDS

**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**


**Recommended Reading**


### Unit 11: Substance Abuse and Addictions

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

This session relates to course objectives 2–5.
Required Reading


Recommended Reading


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

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**


**Recommended Reading**


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

**Topics**
- LAMBDAA Legal and Human Rights Campaign
- Legal and ethical issues
- State and federal policies and law

This session relates to course objective 1.

**Required Reading**


**Recommended Reading**


Unit 14: Social Work With Sexual Minorities in Military Systems

Topics
- Active military service members
- Veterans
- Militaryacceptanceproject.org

This session relates to course objectives 2–5.

**Required Reading**


**Recommended Reading**


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**


**Recommended Reading**


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.

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

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 by 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 well-being 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, ar 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 handwriting. Students will be graded on effort and their ability to do insight reflection. Each entry is worth 4 points for a total of 20 points for Assignment #1. Each entry will be reduced by -.5 points for each day late.
This personal assignment will be treated with the utmost 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
- Accurately and sufficiently describe the approved event
- Student addressed why the selected this event

| Score | /10 |

## Provide Analysis of the Experience
- 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
- 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
- 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

<table>
<thead>
<tr>
<th>Overview of Importance and Significance of Case Study</th>
<th>Score /10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The student considered the importance and the significance of the case study presented in the paper</td>
<td></td>
</tr>
<tr>
<td>• Student used original thoughts regarding the case study</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meta-Framework Analysis</th>
<th>Score /25</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student applied what was learned in the course (from lectures, presentations, readings)</td>
<td></td>
</tr>
<tr>
<td>• Critical thinking and originality of thought was demonstrated</td>
<td></td>
</tr>
<tr>
<td>• Analysis and assessment included a meta-framework perspective that incorporated the micro, mezzo, macro and global levels of the case study presented (when possible)</td>
<td></td>
</tr>
<tr>
<td>• Paper addressed the biological/psychological/social/political issues within the LGBT+ community (when possible)</td>
<td></td>
</tr>
<tr>
<td>• The student incorporated scholarly discussion to support their paper</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Quality, APA Format &amp; References</th>
<th>Score /5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 6 pages</td>
<td></td>
</tr>
<tr>
<td>• Minimum 6 scholarly works (at least 3 of those must be found outside of the 696 syllabus)</td>
<td></td>
</tr>
<tr>
<td>• APA references accurate</td>
<td></td>
</tr>
<tr>
<td>• Writing is clear and without grammar errors</td>
<td></td>
</tr>
<tr>
<td>• -1 point deduction of each day late</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Total: /40**