



# USC | School of Social Work

## Social Work 696 Section #XXX

### LGBT Psycho/Social/Political Issues

### 3 Units

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.**

#### *Term Year*

|                     |                      |     |                         |     |
|---------------------|----------------------|-----|-------------------------|-----|
| [optional<br>photo] | <b>Instructor:</b>   | xxx | <b>Course Day:</b>      | xxx |
|                     | <b>E-Mail:</b>       | xxx | <b>Course Time:</b>     | xxx |
|                     | <b>Telephone:</b>    | xxx | <b>Course Location:</b> | xxx |
|                     | <b>Office:</b>       | xxx |                         |     |
|                     | <b>Office Hours:</b> | xxx |                         |     |

### **I. COURSE PREREQUISITES**

Elective coursework eligible.

### **II. 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.

### **III. 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.

**IV. COURSE OBJECTIVES**

| 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.   |

**V. 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.

**VI. STUDENT LEARNING OUTCOMES**

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

|   | <b>Social Work Core Competencies</b>   | <b>SOWK XXX</b> | <b>Course Objective</b> |
|---|--|-----------------|-------------------------|
| 1 | <b>Demonstrate Ethical and Professional Behavior</b>                                       | <b>696</b>      | <b>1</b>                |
| 2 | <b>Engage in Diversity and Difference in Practice</b>                                      | <b>696</b>      | <b>2</b>                |
| 3 | <b>Advance Human Rights and Social, Economic, and Environmental Justice</b>                | <b>696</b>      | <b>2, 4</b>             |
| 4 | <b>Engage in Practice-informed Research and Research-informed Practice</b>                 |                 |                         |
| 5 | <b>Engage in Policy Practice</b>   |                 |                         |
| 6 | <b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>           |                 |                         |
| 7 | <b>Assess Individuals, Families, Groups, Organizations, and Communities</b>                |                 |                         |
| 8 | <b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>        | <b>696</b>      | <b>2, 3, 4, 5</b>       |
| 9 | <b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b> |                 |                         |

\* 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/<br>Knowledge, Values, Skills  | Student Learning Outcomes  | Method of Assessment  |
|---|--|---|
| <p><b>Demonstrate Ethical and Professional Behavior:</b></p> <ul style="list-style-type: none"> <li>▪ Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels</li> <li>▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas</li> <li>▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior</li> <li>▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession</li> <li>▪ Understand the role of other professions when engaged in inter-professional teams</li> <li>▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective</li> <li>▪ Understand emerging forms of technology and the ethical use of technology in social work practice</li> </ul> | <p>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p> | <p>Assignments 1, 2, and 3, class exercises and participation</p> |
|   | <p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>  | <p>Assignments 1, 2, and 3, class exercises and participation</p> |
|   | <p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p>   | <p>Class exercises and participation</p>                          |
|   | <p>Use technology ethically and appropriately to facilitate practice outcomes;</p>   | <p>Assignments 1, 2, and 3</p>                                    |
|   | <p>Use supervision and consultation to guide professional judgment and behavior.</p>   | <p>Class exercises and participation</p>                          |

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|--|---|---|
| <p><b>Engage in Diversity and Difference in Practice:</b></p> <ul style="list-style-type: none"> <li>Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</li> <li>Understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</li> <li>Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</li> </ul> | <p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> | <p>Assignments 1, 2, and 3, class exercises and participation</p> |
|  | <p>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p>  | <p>Assignments 1 and 2, class exercises and participation</p>     |
|  | <p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>               | <p>Assignments 1 and 2, class exercises and participation</p>     |

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|--|---|---------------------|
| <p><b>Advance Human Rights and Social, Economic, and Environmental Justice:</b></p> <ul style="list-style-type: none"> <li>Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education</li> <li>Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</li> </ul> | <p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p> | <p>Assignment 3</p> |
|  | <p>Engage in practices that advance social, economic, and environmental justice</p>   | <p>Assignment 3</p> |

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| <p><b>Engage In Practice-informed Research and Research-informed Practice:</b></p> <ul style="list-style-type: none"> <li>▪ Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.</li> <li>▪ Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.</li> <li>▪ Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.</li> <li>▪ Understand the processes for translating research findings into effective practice.</li> </ul> | Use practice experience and theory to inform scientific inquiry and research.   |  |
|  | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. |  |
|  | Use and translate research evidence to inform and improve practice, policy, and service delivery.                     |  |

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| <p><b>Engage in Policy Practice:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.</li> <li>▪ Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.</li> <li>▪ Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings.</li> <li>▪ Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.</li> <li>▪ Knowledgeable about policy formulation, analysis, implementation, and evaluation.</li> </ul> | Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.             |  |
|  | Assess how social welfare and economic policies impact the delivery of and access to social services.   |  |
|  | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |  |

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| <p><b>Engage with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>▪ Value the importance of human relationships.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>▪ Understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</li> <li>▪ Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.</li> <li>▪ Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</li> </ul> | <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p> |  |
|   | <p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>  |  |

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| <p><b>Assess Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>▪ Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.</li> <li>▪ Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.</li> <li>▪ Understand how their personal experiences and affective reactions may affect their assessment and decision-making.</li> </ul> | <p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>   |  |
|  | <p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p> |  |
|  | <p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>  |  |
|  | <p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>   |  |



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| <p><b>Intervene with Individuals, Families, Groups, Organizations, and Communities:</b></p>  | <p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>  | <p>Assignment 3, class exercises and participation</p>       |
| <ul style="list-style-type: none"> <li>▪ Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>▪ Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies.</li> <li>▪ Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.</li> <li>▪ Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</li> </ul> | <p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p> | <p>Assignment 3, class exercises and participation</p>       |
|  | <p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p>  | <p>Assignment 3, class exercises and participation</p>       |
|  | <p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>   | <p>Assignment 2 and 3, class exercises and participation</p> |
|  | <p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>  | <p>Assignment 3, class exercises and participation</p>       |

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| <p><b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities.</li> <li>▪ Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes.</li> <li>▪ Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</li> </ul> | <p>Select and use appropriate methods for evaluation of outcomes.</p>   |  |
|  | <p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p> |  |
|  | <p>Critically analyze, monitor, and evaluate intervention and program Processes and outcomes.</p>   |  |
|  | <p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>   |  |

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

| Assignment   | Due Date             | % of Final Grade |
|--|----------------------|------------------|
| Assignment 1: Journal                                    | Every second week x5 | 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.

**Assignment 1: Journal****Due: Every 2–3 units (due by midnight of assigned class day)****#1: XX/XX #2: XX/XX #3: XX/XX #4: XX/XX #5: XX/XX**

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 12:00am/midnight PST on Units 3, 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 (due by midnight of assigned class day)****XX/XX/XX**

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 themselves 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 (by midnight) XX/XX/XX**

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. Each live class will begin with each student presenting a current event.

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:

| Class Grades |    | Final Grade |    |
|--------------|----|-------------|----|
| 3.85 – 4     | A  | 93 – 100    | A  |
| 3.60 – 3.84  | A- | 90 – 92     | A- |
| 3.25 – 3.59  | B+ | 87 – 89     | B+ |
| 2.90 – 3.24  | B  | 83 – 86     | B  |
| 2.60 – 2.87  | B- | 80 – 82     | B- |
| 2.25 – 2.50  | C+ | 77 – 79     | C+ |
| 1.90 – 2.24  | C  | 73 – 76     | C  |
|              |    | 70 – 72     | C- |

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

**VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

**Required Textbooks**

**1. Cass, V. (2015).** *A quick guide to the Cass Theory of lesbian & gay identity formation.* Bentley DC, Western Australia: Brightfire Press.

Order at for all e-books format and device (except Kindle [\$7.99]):

[www.smashwords.com/books/view/581890](http://www.smashwords.com/books/view/581890)

Or for Kindle at: [http://www.amazon.com/Quick-Theory-Lesbian-Identity-Formation-ebook/dp/B01623R95W/ref=sr\\_1\\_2?ie=UTF8&qid=1445987674&sr=8-2&keywords=vivienne+cass](http://www.amazon.com/Quick-Theory-Lesbian-Identity-Formation-ebook/dp/B01623R95W/ref=sr_1_2?ie=UTF8&qid=1445987674&sr=8-2&keywords=vivienne+cass)

**2. Goldbach, J. T., Phillips, M., Kailey, M., & Perry C. (2015).** *Gender & sexuality: Perspectives on LGBT history and current issues in a changing world.* Wheaton, IL: Abigail Press Inc.

Order at: <http://www.bkstr.com/usctextstore/shop/textbooks-and-course-materials>

3. Killerman, S. (2013). *The social justice advocate's handbook: A guide to gender*. Austin, TX: Impetus Books. (Amazon \$13.90)
4. Meyer, I. H., & Northridge, M. E. (2007). *The health of sexual minorities*. New York, NY: Springer. [Free PDF](#)

### Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, D.C.: American Psychological Association.

### Recommended Websites

<https://owl.english.purdue.edu/owl/resource/560/01/>

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.

### 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.
- Bigner, J. J., & Wetchler, J. L. (2012). *Handbook of LGBT-affirmative couple and family therapy*. New York, NY: Routledge.
- 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.). (2016). *Transformative social work practice*. Thousand Oaks, CA: Sage Publications, Inc.

### 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-V**

Just a reminder that the DSM-V 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](http://lgbthistorymonth.com)
- Over the Rainbow Books ([www.glbtrt.ala.org](http://www.glbtrt.ala.org))
- [childrenwithhairloss.us](http://childrenwithhairloss.us)

## Course Overview

| Unit                           | Topics   | Assignments |
|--------------------------------|--|-------------|
| 1                              | ■ Setting the Stage: Overview of Social Work Cultural Competencies With Sexual Minorities                            |             |
| 2                              | ■ History of the LGBT+ Community: Pre- and Post-Stonewall  |             |
| 3                              | ■ Life Span Development: Gay Men, Lesbian Women, and Bisexuals   | 1           |
| 4                              | ■ Life Span Development: The Trans or Intersex Experience  |             |
| 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 LGBT+ 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           |
| <b>STUDY DAYS / NO CLASSES</b> |  |             |
| <b>FINAL EXAMINATIONS</b>      |  |             |



## Course Schedule—Detailed Description

|                |  |             |
|----------------|--|-------------|
| <b>Unit 1:</b> | <b>Setting the Stage: Overview of Social Work Cultural Competencies With Sexual Minorities</b> | <b>DATE</b> |
|----------------|--|-------------|

### Topics

- Competencies for social workers
- Defining the LGBT+
- Conducting EBP specific to sexual minorities
- Familiarize with LGBT Studies Library at USC
- USC ONE Archive

This session relates to course objectives 1–5.

### Required Reading

Goldbach, J. T., Phillips, M., Kailey, M., & Perry C. (2015). *Gender & sexuality: Perspectives on LGBT history and current issues in a changing world*. (Chapters 1 & 2). Wheaton, IL: Abigail Press Inc.

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

### 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.

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.

**Unit 2: History of the LGBT+ 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**

Goldbach, J. T., Phillips, M., Kailey, M., & Perry C. (2015). *Gender & sexuality: Perspectives on LGBT history and current issues in a changing world*. (Chapters 3 & 4). Wheaton, IL: Abigail Press Inc.

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)

**Recommended Reading**

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

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

**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>
- <http://www.nqapia.org/>

This session relates to course objectives 2–5.

**Required Reading**

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

**Recommended Reading**

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

Langdrige, 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.

|                |  |             |
|----------------|--|-------------|
| <b>Unit 4:</b> | <b>Life Span Development: The Trans or Intersex Experience</b> | <b>DATE</b> |
|----------------|--|-------------|

**Topics**

- Life span development
- Intersectionality
- The Genderbread Person or Gender Unicorn
- <http://openmindedhealth.com/transgender-101-trans-people/>
- Documentary: *transVISIBLE: The Bamby Salcedo Story* (Resource)
- <http://www.visibilityproject.org/videos/>

This session relates to course objectives 2–5.

**Required Reading**

Goldbach, J. T., Phillips, M., Kailey, M., & Perry C. (2015). *Gender & sexuality: Perspectives on LGBT history and current issues in a changing world*. (Chapters 7 & 8). Wheaton, IL: Abigail Press Inc.

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

**Recommended 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.

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.

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

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

- Life span development and intersectionality
- Bullying and school systems
- DSM-V 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.

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.

Cianciotto, J., & Cahill, S. (2012). *LGBT youth in America's schools* (Chapter 3). Ann Arbor: University of Michigan Press.

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**

Goldbach, J., & Dunlap, S. (2016). Social work practice with sexual minorities. In E. Schott & E. Weiss (Eds.), *Transformative social work practice*. Thousand Oaks, CA: Sage Publications, Inc.

Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emler, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work*, 1–49.

**Recommended Reading**

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

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.

Wallace Kazer, M. (2012). Sexuality assessment for older adults. *Try This: Best Practices in Nursing Care for Older Adults*, 10. Retrieved from [http://consultgerim.org/uploads/File/trythis/try\\_this\\_10.pdf](http://consultgerim.org/uploads/File/trythis/try_this_10.pdf)

## 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

Goldberg, A. E., & Allen, K. R. (2013). *LGBT-parent families*. (Chapter 7 & 16). New York, NY: Springer. [Free PDF](#)

### 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.

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

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.

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 LGBTQQIAA+ Community

DATE

### Topics

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

This session relates to course objectives 2–5.



**Required Reading**

- 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. (2016). Psychopharmacology and psychoeducation for the treatment of major depressive disorder. In E. Schott & E. Weiss (Eds.), *Transformative social work practice*. Thousand Oaks, CA: Sage Publications, Inc.
- 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**

- Goldbach, J. T., Phillips, M., Kailey, M., & Perry C. (2015). *Gender & sexuality: Perspectives on LGBT history and current issues in a changing world*. (Chapters 5 & 6). Wheaton, IL: Abigail Press Inc.
- Land, H. (2016). Working with diverse groups of people affected by HIV/AIDS. In E. Schott & E. Weiss (Eds.), *Transformative social work practice*. Thousand Oaks, CA: Sage.

**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, 27). New York, NY: Springer.

**Unit 11: Substance Abuse and Addictions****DATE****Topics**

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

This session relates to course objectives 2–5.

**Required Reading**

- 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.

Kafka, M. P. (2010). Hypersexual disorder: A proposed diagnosis for DSM-V. *Archives of Sexual Behavior*, 39(2), 377–400.

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**

- Goldbach, J. T., Phillips, M., Kailey, M., & Perry C. (2015). *Gender & sexuality: Perspectives on LGBT history and current issues in a changing world*. (Chapters 10). Wheaton, IL: Abigail Press Inc.
- 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.
- Bigner, J. J., & Wetchler, J. L. (2012). *Handbook of LGBT-affirmative couple and family therapy* (Chapter 21). New York, NY: Routledge.
- 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**

Goldbach, J. T., Phillips, M., Kailey, M., & Perry C. (2015). *Gender & sexuality: Perspectives on LGBT history and current issues in a changing world*. (Chapters 11). Wheaton, IL: Abigail Press Inc.

Goldberg, A. E., & Allen, K. R. (2013). *LGBT-parent families*. (Chapter 19). New York, NY: Springer. [Free PDF](#)

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>

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

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.

Bigner, J. J., & Wetchler, J. L. (2012). *Handbook of LGBT-affirmative couple and family therapy* (Chapters 27, 28). New York, NY: Routledge.

**Unit 14: Social Work With Sexual Minorities in Military Systems****DATE****Topics**

- Active military service members
- Veterans
- 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. (2016). The suicidal military client. In E. Schott & E. Weiss (Eds.), *Transformative social work practice*. Thousand Oaks, CA: Sage Publications, Inc.

**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. (2015). *A quick guide to the Cass Theory of lesbian & gay identity formation*. Bentley DC, Western Australia: Brightfire Press.

Nair, M. (2016). Global social work. In E. Schott & E. Weiss (Eds.), *Transformative social work practice*. Thousand Oaks, CA: Sage Publications, Inc.

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**

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

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.

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.

|                                |                       |
|--------------------------------|-----------------------|
| <b>STUDY DAYS / NO CLASSES</b> | <b>Month<br/>Date</b> |
| <b>FINAL EXAMINATIONS</b>      | <b>Month<br/>Date</b> |

## University Policies and Guidelines

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### IX. 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 ([xxx@usc.edu](mailto:xxx@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.

### X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *Scampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *Scampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](http://sarc@usc.edu) describes reporting options and other resources.

### XI. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.



**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 (OPTIONAL)**

*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 wellbeing 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 cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

## **XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)**

- ✓ 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.

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*Don't procrastinate or postpone working on assignments.*

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**SOWK 696: Assignment Prompts & Rubrics****Assignment 1: Journal**

**Due: By the start of class on Unit 3, 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 3, 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 reduced 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 and entry turned in on time.
- 3 (C) This is a sufficient example, but submission is not meeting page limit or shows real lack of effort. Did not follow instructions.
- 2 or 1 (F) This is a poor example (didn’t follow instructions) and very late submission.  
(-.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

|  |                          |
|--|--------------------------|
| <p><b>Identify and Describe Event</b></p> <ul style="list-style-type: none"> <li>• Accurately and sufficiently describe the approved event</li> <li>• Student addressed why the selected this event</li> </ul>   | <p><b>Score /10</b></p>  |
| <p><b>Provide Analysis of the Experience</b></p> <ul style="list-style-type: none"> <li>• Student challenged themselves by the experience</li> <li>• Provided depth of thinking that the experience provoked</li> <li>• Described how the experience may impact the student’s work with LGBT+ clients/community</li> <li>• Student used original thoughts to discuss experience</li> <li>• The student incorporated scholarly discussion to support their paper</li> </ul> | <p><b>Score /10</b></p>  |
| <p><b>Explore Activated Feelings (Countertransference “Like”) That Arose</b></p> <ul style="list-style-type: none"> <li>• Sufficiently provided an in-depth personal reflection</li> <li>• 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</li> </ul>   | <p><b>Score /5</b></p>   |
| <p><b>Writing Quality, APA Format &amp; References</b></p> <ul style="list-style-type: none"> <li>• 3 pages</li> <li>• Minimum of 3 scholarly works (must be found outside of the 696 syllabus)</li> <li>• APA references accurate</li> <li>• Writing is clear and without grammar errors</li> <li>• -1 point deduction of each day late</li> </ul>  | <p><b>Score /5</b></p>   |
| <p><b>Comments:</b></p>  | <p><b>Total: /30</b></p> |

**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

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