**Social Work 696**

**Section XXX**

**LGBTQ 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.](http://www.brainyquote.com/quotes/quotes/m/martinluth402936.html)

—[**Martin Luther King, Jr.**](http://www.brainyquote.com/quotes/quotes/m/martinluth402936.html)

***Term Year***

|  |  |  |
| --- | --- | --- |
| [optional photo] | **Instructor:**  | xxx |
| **E-Mail:**  | xxx | **Course Day:** | xxx |
| **Telephone:** | xxx | **Course Time:**  | xxx |
| **Office:**  | xxx | **Course Location:** | xxx |
| **Office Hours:** | xxx |

# Course Prerequisites

SOWK 506

# Catalogue Description

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

#  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 (LGBTQ) clients. (The course will focus on the experience of lesbian and gay individuals but will address the experiences of bisexual, transgender, and intersex 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 LGBTQ 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 LGBTQ individuals and provide an understanding of how LGBTQ communities have contributed to social change at the state, national, and global levels.

# Course Objectives

| **Objective Number** | **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 that require appropriately matched effective services. |
| 3 | Demonstrate comprehension, integration, 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. |

# 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. Because 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.

# Student Learning Outcomes

The following table lists the nine social work core competencies as defined by the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards:

|  |
| --- |
| **Social Work Core Competencies** |
| 1 | **Demonstrate Ethical and Professional Behavior** |
| 2 | **Engage in Diversity and Difference in Practice\*** |
| 3 | **Advance Human Rights and Social, Economic, and Environmental Justice\*** |
| 4 | **Engage in Practice-Informed Research and Research-Informed Practice** |
| 5 | **Engage in Policy Practice** |
| 6 | **Engage With Individuals, Families, Groups, Organizations, and Communities** |
| 7 | **Assess Individuals, Families, Groups, Organizations, and Communities** |
| 8 | **Intervene With Individuals, Families, Groups, Organizations, and Communities** |
| 9 | **Evaluate Practice With Individuals, Families, Groups, Organizations and Communities** |

 \* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Competency** | **Objective** | **Behaviors** | **Dimensions** | **Content** |
| **Competency 2: Engage Diversity and Difference in Practice**Using research, social workers understand how diversity and difference characterize and shape the human experience, are critical to the formation of identity, and are able to apply this knowledge to work empathically and effectively with diverse populations. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, and/or alienate adults and older adults or create privilege and power. Social workers, through self-reflection, continue to assess and address their ageist values, building knowledge to dispel myths regarding aging and stereotyping of older persons. Social workers are able to consistently identify and use practitioner/client differences from a strengths perspective. Social workers view themselves as learners and engage those with whom they work as informants.  | **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 that require appropriately matched effective services. | **2a.** Recognize and communicate understanding of how diversity and difference characterize and shape the human experience and identity. | Values, Cognitive and Affective Processes | **Unit 3:** Lifespan Development: Gay Men, Lesbian Women, and Bisexuals**Unit 4:** Lifespan Development: The Trans or Intersex Experience**Unit 5:** Children and Adolescents**Unit 6:** Wise Populations: Working With Older Members of the Community **Assignment 1****Assignment 2****Assignment 3****Assignment 4** |
| **Competency** | **Objective** | **Behaviors** | **Dimensions** | **Content** |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**Social workers understand that every individual, regardless of position in society, has fundamental rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need, social justice, and strategies to promote social and economic justice and human rights. Social workers practicing in health, behavioral health, and integrated care settings understand the potentially challenging effects of economic, social, and cultural factors in the lives of clients and client systems. They also understand stigma and shame on an individual, community-, and society-wide basis. Social workers use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention and advocate at multiple levels for mental and physical health care parity and reduction of disparities for diverse populations.  | **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. | **3b**. Use advocacy and policy analysis skills to inform advocacy efforts at multiple levels for mental and physical health care parity and reduction of parity and disparities for diverse populations.  | Knowledge, Skills | **Unit 2:** History of the LGBT+ Movement: Pre- and Post-Stonewall**Unit 12:** Special Topics: IPV, Workplace Discrimination, Community Violence, SES/Poverty, Online Therapy, Conversion Therapy**Unit 15:** Human Rights: Global and Diverse Social Work With Sexual and Gender Minorities **Assignment 3** |

# VII. Course Assignments, Due Dates, and Grading

| **Assignment** | **Due Date** | **% of Final Grade** |
| --- | --- | --- |
| **Assignment 1: Journal** | Units 4, 10, 13 | 20% |
| **Assignment 2: Micro, Mezzo, Macro Study Paper** | Unit 7 | 40% |
| **Assignment 3: LGBTQ Experience & Presentation**  | Unit 15 | 30% |
| **Assignment 4: Class Participation and Weekly Current Event** | Throughout semester | 10% |

Each of the major assignments is described below.

**Assignment 1: Journal**

**Due: Units 4, 10, 13 (due by midnight of assigned class day)**

**1: XX/XX 2: XX/XX 3: XX/XX**

Students will journal 3-4 pages in a standard composition journal. Entries will be scanned into a PDF file and uploaded by 12:00 a.m./midnight PST for Units 4, 10, and 13. Please scan each of the 3 journal entries into a PDF or Word document using your scanner or a smartphone app such as Genius Scan (free app). Please contact your instructor if you require using an alternate format. Journal entries will contain the students’ self-reflection and personal challenge that arose during the 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. See prompt and rubric (–.5 points for each day late).

*This assignment relates to Student Learning Outcomes 1–5.*

**Assignment 2: Micro, Mezzo, Macro Study Paper**

**Due: Unit 7 XX/XX/XX by start of class**

Students will be expected to write a paper of six pages. Papers will present a ***study*** from a micro, mezzo, macro, or global perspective. This assignment should demonstrate the student’s ability to apply what was learned in the course (from lectures, presentations, and readings). Papers 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 “study” for this assignment, please contact your instructor.

Papers should be six pages (not counting the title page or reference list), double-spaced with 1-inch margins on all sides, using 12-point Times New Roman font. Insert page numbers starting with the title page. Use subheadings (in bold font) to organize your paper. See *Publication Manual of the American Psychological Association*, page 62, for levels of headings. Throughout the paper, provide references with a minimum of six scholarly works (three 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: LGBTQ Experience & Presentation**

## Due: Unit 15 (in class) XX/XX/XX

Students will do a ***presentation*** on an LGBTQ ***experience*** they had during the semester. The presentation will be based on the degree to which the student challenged themselves by the experience they choose and the depth of thinking it provoked. The presentation should address why the student chose the particular experience and how the experience may impact the student’s work with LGBTQ 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.

This must be a “current experience” that needs to occur during the semester. It must be a new experience. Simply, you could watch the movie *Milk* or the ABC miniseries *When We Rise*. You could attend a gay pride parade (although this may be unavailable due to the time of the year or geography) or read a LGBTQ book. A student could conduct an interview (in person or Skype/FaceTime) with a social worker at an LGBTQ-affiliated agency of interest in the United States or internationally for example.

Presentations should be 5-10 minutes.

*This assignment relates to Student Learning Outcomes 1–5.*

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

**Due:** Ongoing

It is expected that students will attend class regularly, participate in the class discussions, and submit asynchronous work promptly. Failure to meet these expectations may result in a 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 and exercises, and so on. 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

Class participation is defined as students’ active engagement in class-related learning. Students are expected to participate fully in the discussions and activities that will be conducted in class. Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through the quality and depth of class comments, participation in small-group activities, and experiential exercise and discussions related to readings, lectures, and assignments. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or, alternatively, to have a set of thoughtful questions about the material. Class participation evaluation will be based on the following criteria:

1. **Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive and provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished. Attendance is factored in. (9 to 10 points)

2. **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive and provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, are fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Attendance is factored in. (8 or 9 points)

3. **Nonparticipant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. Attendance is factored in. (4 to 8 points)

4. **Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and do not provide a constructive direction for the class. Integrative comments and effective challenges are absent. (0 to 4 points)

Class grades will be based on the following:

| **Class Grades** | **Final Grade** |
| --- | --- |
| 3.85–4.00 | 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 that not only demonstrates very good mastery of content but that 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 that 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 that 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.

As a professional school, class attendance and participation are an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses,having more than two unexcused absences in class may result in the lowering of your grade by a half-grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half-grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half-grade. Not completing additional units can result in additional deductions.

# VIII. Required and supplementary instructional materials and Resources

## Required Textbooks:

**Book 1. 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 from USC Bookstore:

<http://www.bkstr.com/webapp/wcs/stores/servlet/CourseMaterialsResultsView?catalogId=10001&categoryId=9604&storeId=360405&langId=-1&programId=3710&termId=100046530&divisionDisplayName=%20&departmentDisplayName=SOWK&courseDisplayName=696&sectionDisplayName=67613&demoKey=d&purpose=browse>

**Book 2: Dentato, M. P.** (2018). *Social work practice with the LGBTQ community.* New York, NY:

 Oxford University Press.

**Book 3. Goldberg, A. E., & Allen, K. R.** (2013). *LGBT-parent families.* New York,

NY: Springer. Free PDF book on ARES.

## Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: 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.

Cass, V. (2015). *A quick guide to the Cass theory of lesbian & gay identity formation.* Bentley

DC, Western Australia: Brightfire Press.

 Order 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-%09ebook/dp/B01623R95W/ref%3Dsr_1_2?ie=UTF8&qid=1445987674&sr=8-2&keywords=vivienne+cass)

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: Perseus 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.

Killerman, S. (2013). *The social justice advocate’s handbook: A guide to gender.* Austin, TX:

 Impetus Books.

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.

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

 Free PDF on ARES.

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

Inc.

Chapters 3 and 27 available on ARES as required reading.

## 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 Professor info “Schott” to add this course on ARES and access all nontextbook “required” readings. “Recommended” readings are generally not on ARES (with a few exceptions) and not required to read for this course.

***DSM-5***

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

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

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

***ICD-11***

<http://www.who.int/classifications/icd/en/>

**Join the *Queer Alliance Social Work Caucus***

***Additional Resources:***

* lgbthistorymonth.com
* Over the Rainbow Books <http://www.glbtrt.ala.org/overtherainbow/>

**Course Overview**

| **Unit** | **Topics** | **Assignments** |
| --- | --- | --- |
| **1** | * Setting the Stage: Overview of Social Work Cultural Competencies With Sexual Minorities
 |  |
| **2** | * History of the LGBTQ Community: Pre- and Post-Stonewall
 |  |
| **3** | * LGBTQ Life Span Development, Part I
 |   |
| **4** | * LGBTQ Life Span Development, Part II
 |  1 |
| **5** | * Children and Adolescents
 |   |
| **6** | Wise Populations: Working With Older Members of the Community |  |
| **7** | * Couples Therapy and LGBTQ Rights
 |  2 |
| **8** | * Families
 |   |
| **9** | * Mental Health and Wellness for the LGBTQ Community
 |  |
| **10** | * HIV/AIDS
 | 1 |
| **11** | * Substance Abuse and Addictions
 |   |
| **12** | * Special Topics: IPV, Conversion Therapy, Workplace Discrimination
 |   |
| **13** | * Social Welfare Policy: Legal and Ethical Concerns Working With Sexual Minorities
 | 1 |
| **14** | * Social Work With Sexual Minorities in Military Systems
 |   |
| **15** | * Social Justice: Global and Diverse Social Work With Sexual and Gender Non-Conforming Minorities
 | 3 |

**Course Schedule―Detailed Description**

| **Unit 1: Setting the Stage: Overview of Social Work Cultural Competencies With Sexual Minorities** | **DATE** |
| --- | --- |
| **Topics**  |
| * Competent clinical social work practice with the LGBTQ and GNC community
* Defining LGBTQ
* Familiarize with LGBTQ Studies Library at USC
* USC ONE Archive (<https://one.usc.edu>)
 |

This session relates to Course Objectives 1–5.

### Required Reading

ARES: 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.

BOOK 1: Goldbach et al. (2015), Chapters 1 and 2

BOOK 2: Dentato (2018), Chapter 2

**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](http://www.tandfonline.com.libproxy.usc.edu/doi/abs/10.1080/10911359.2012.707959)

[workers with lesbian and gay clients](http://www.tandfonline.com.libproxy.usc.edu/doi/abs/10.1080/10911359.2012.707959). [*Journal of Human Behavior in the Social Environment, 22*(8), 1050–1064.](http://www.tandfonline.com.libproxy.usc.edu/toc/whum20/22/8)

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](http://www.tandfonline.com.libproxy.usc.edu/doi/abs/10.1080/10538720.2011.589254)

[culturally competent clinical environment for LGBT patients](http://www.tandfonline.com.libproxy.usc.edu/doi/abs/10.1080/10538720.2011.589254). [*Journal of Gay & Lesbian Social Services,*](http://www.tandfonline.com.libproxy.usc.edu/toc/wgls20/23/3) *23*(3), 379–394.

Van Den Bergh, N., & Crisp, C. (2004). [Defining culturally competent practice with sexual](http://www.tandfonline.com.libproxy.usc.edu/doi/abs/10.1080/10437797.2004.10778491)

[minorities: Implications for social work education and practice](http://www.tandfonline.com.libproxy.usc.edu/doi/abs/10.1080/10437797.2004.10778491). *Journal of Social Work Education, 40*(2), 221–238.

| **Unit 2: History of the LGBTQ Community: Pre- and Post-Stonewall** | **DATE** |
| --- | --- |
| **Topics** |
| * History of rights movement: pre- and post-Stonewall
* LGBTQ centers
* *Gay Pioneers* documentary
* Harvey Milk Day (May)
 |

This session relates to Course Objectives 2 and 4.

### Required Reading

BOOK 1: Goldbach et al. (2015), Chapters 3 and 4

LINK: 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)

 (go to this link).

### Recommended Reading

Great podcast on the progress of the LGB rights movement:  <https://podcasts.apple.com/us/podcast/hidden-brain/id1028908750?i=1000434461022>

D'Emilio, J. (2002). *The world turned: Essays on gay history, politics, and*

 *culture*. Durham, NC: Duke University Press. Chapter 4.

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

| **Unit 3: LGBTQ Life Span Development, Part I**  | **DATE** |
| --- | --- |
| **Topics**  |
| * Life span development
* Intersectionality
* Homophobia questionnaire <http://www.pbs.org/wgbh/pages/frontline/shows/assault/etc/quiz.html>

**Sexual Minority Identity Development** |

This session relates to Course Objectives 2–5.

### Required Reading

BOOK 2: Dentato (2018), Chapters 13, 14, and 15.

ARES: Killerman, S. (2017). *A guide to gender: The social justice advocate’s handbook* (2nd ed.)*.*

Austin, TX: Impetus Books.

Chapter 10: Introduction to the Genderbread Person;

Appendix A: Glossary.

### Recommended Reading

Diamond, L. M., & Butterworth, M. (2008). Questioning gender and sexual identity: Links over

time. *Sex Roles, 59*, 365–376.

Langdridge, D. (2007). Gay affirmative therapy: A theoretical framework and defense. *Journal*

*of Gay & Lesbian Psychotherapy, 11*(1–2), 27–43.

Meyer, I. H., & Northridge, M. E. (2007). *The health of sexual minorities*. New

York, NY: Springer. Chapters 1 and 3.

Rahman, M. (2010). Queer as intersectionality: Theorizing gay Muslim identities. *Sociology,*

*44*(5), 944–961.

Ross, L. E., Farzana, D., Dimito, A., [Kuehl](http://www.tandfonline.com.libproxy.usc.edu/action/doSearch?Contrib=Kuehl%2C+D), D., & [Armstrong](http://www.tandfonline.com.libproxy.usc.edu/action/doSearch?Contrib=Armstrong%2C+M+S), M. S. (2008). Can talking about oppression reduce depression? Modified CBT group treatment for LGBT people with depression. *Journal of Gay & Lesbian Social Services, 19*(1), 1–15.

Wynn, R., & West-Olatunji, C. (2009). Use of culture-centered counseling theory with

ethnically diverse LGBT clients. *Journal of LGBT Issues in Counseling, 3*(3–4), 198–214.

| **Unit 4: LGBTQ Life Span Development, Part II** | **DATE** |
| --- | --- |
| **Topics**  |
| * Life span development
* Intersectionality
* The 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

BOOK 1: Goldbach et al. (2015), Chapter 8.

BOOK 2: Dentato (2018), Chapter 16.

ARES: Alderson, K. (2013). *Counseling LGBTI clients.*

Thousand Oaks, CA: Sage. Chapter 10, Intersex Children and Adults.

**Recommended Reading**

Burdge, B. J. (2007). Bending gender, ending gender: Theoretical foundations for social work

practice with the transgender community. *Journal of* *Social Work, 52*(3), 243–250.

Meyer, I. H., & Northridge, M. E. (2007). *The health of sexual minorities*. New

York, NY: Springer. Chapter 4.

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-5*/ICD-11 with children and adolescents
 |

This session relates to Course Objectives 2–5.

### Required Reading

BOOK 2: Dentato (2018), Chapters 4, 5, and 7.

**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*](http://link.springer.com.libproxy.usc.edu/journal/10964), *38*(7), 1001–1014.

Burton, J. K. (2012). Attention-deficit/hyperactive disorder. In P. Levounis, J. Drescher, &

M. Barber (Eds.), *The LGBT casebook.* Arlington, VA: American Psychiatric Publishing.

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

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.

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.

Meyer, I. H., & Northridge, M. E. (2007). *The health of sexual minorities*. New

York, NY: Springer. Chapter 2.

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.

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.

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

BOOK 2: Dentato (2018), Chapter 10.

ARES: Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emlet, C. A., & Hooyman, N. R. (2014).[Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services](http://www.tandfonline.com.libproxy.usc.edu/doi/abs/10.1080/01634372.2014.890690). [*Journal of Gerontological Social Work,* 1–49.](http://www.tandfonline.com.libproxy.usc.edu/toc/wger20/0/ja)

### Recommended Reading

Bigner, J. J., & Wetchler, J. L. (2012). *Handbook of LGBT-affirmative couple and family*

therapy). New York, NY: Routledge. Chapter 16.

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 Psychologiczine, 18*(4), 486–500.

Haber, D. (2009). Gay aging. [*Gerontology & Geriatrics Education,*](http://www.tandfonline.com.libproxy.usc.edu/toc/wgge20/30/3) *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,*](http://www.tandfonline.com.libproxy.usc.edu/toc/wger20/53/5) *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.](http://www.tandfonline.com.libproxy.usc.edu/toc/wger20/0/ja)

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

| **Unit 7: Couples Therapy and LGBTQ Rights** | **DATE** |
| --- | --- |
| **Topics**  |
| * Current state of affairs of local, national, and global LGBTQ rights and marriage equality
* Healthy relationships and dating
* Engaging, assessing, and intervening with couples using EFT
 |

This session relates to Course Objectives 2–5.

### Required Reading

ARES: Zuccarini, D., & Karos, L. (2011). Emotionally focused therapy for gay and lesbian couples: Strong identities, strong bonds. S. M. Johnson & B. A. Bradley (Eds.), *The Emotionally Focused Casebook: New Directions In Treating Couples*. New York, NY: Routledge.

ARES: Gonzales, G. (2014). Same-sex marriage: A prescription for better health. *New England*

*Journal of Medicine, 370*, 1373–1376.

BOOK 2: Dentato (2018), Chapter 8.

### Recommended Reading

Bigner, J. J., & Wetchler, J. L. (2012). *Handbook of LGBT-affirmative couple and family*

*therapy*. New York, NY: Routledge.

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](http://www.sciencedirect.com.libproxy.usc.edu/science/article/pii/S0277953611007246). *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
* LGBTQ parents
* Parenting LGBTQ children
 |

This session relates to Course Objectives 2–5.

### Required Reading

Book 3: Goldberg et al. (2013). Free PDF book on ARES*.*

 Chapter 9: Race and Ethnicity in the Lives of Sexual Minority Parents and Their Children

Chapter 16: Clinical Work With LGBTQ Parents and Prospective Parents

### 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*. New York, NY: Routledge. Chapters 12–14.

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,*](http://www.tandfonline.com.libproxy.usc.edu/toc/wjhm20/61/1) *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,*](http://www.tandfonline.com.libproxy.usc.edu/toc/wfft20/26/1) *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 Wellness for the LGBTQ Community** | **DATE** |
| --- | --- |
| **Topics**  |
| * Health and wellness for the LGBTQ community
* Mental health issues
* Suicide awareness and prevention
 |
|  |

This session relates to Course Objectives 2–5.

### Required Reading

 BOOK 2: Dentato (2018), Chapters 6, 11, and 20.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3553068/>

### Recommended Reading

Alessi, E. J. (2014). A framework for incorporating minority stress theory into treatment with sexual minority clients.*Journal of Gay & Lesbian Mental Health, 18,* 47-66.

 \*Cross-over reading from SOWK 647

### 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.

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. (2003). Prejudice, social stress, and mental health in lesbian, gay, and

* + 1. bisexual populations: Conceptual issues and research evidence. *Psychological Bulletin,*
		2. *129*(5).

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

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 context
* Social work assessment, intervention, and treatment
* *The Guardian*: *Gay, Black & HIV Positive: America’s Hidden Epidemic*: <https://www.youtube.com/watch?v=uwxx1AUZ3v8>
* VICE News: *HIV Crisis on the Texas-Mexico Border*: <https://www.youtube.com/watch?v=pDNwIdfyUgo>
 |

This session relates to Course Objectives 1–5.

### Required Reading

ARES: Cederbaum, J. A., Schott, E. M. P., & Craddock, J. (2018). Health and HIV/AIDS. In J. Heyman &

E. Congress (Eds.), *Health care and social work: Practice, policy and research.* New York, NY: Springer.

### ARES: 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.

BOOK 1: Goldbach et al. (2015), Chapters 5 and 6.

### Recommended Reading

Dworkin, S. H., & Pope, M. (2012). *Casebook for counseling lesbian, gay, bisexual, and*

*transgender persons and their families.* Alexandria, VA: American Counseling Association. Chapter 25.

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*.

New York, NY: Springer. Chapters 22, 24, and 27.

| **Unit 11: Substance Abuse and Addictions** | **DATE** |
| --- | --- |
| **Topics**  |
| * Prevalence and etiology
* *DSM-5*/ICD-11 diagnosing
* Assessment and intervention
 |

This session relates to Course Objectives 2–5.

### Required Reading

BOOK 2: Dentato (2018), Chapter 22.

LINK: Kort, J. (2016, December 2). How sex addiction treatment fails when working with gay and

bisexual men. *Huffington Post*, retrieved from

<https://www.huffingtonpost.com/joe-kort-phd/how-sexual-addiction-trea_b_8683926.html>.

LINK: 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.* New York, NY: Columbia University Press. Chapters 2 and 6.

Bigner, J. J., & Wetchler, J. L. (2012). *Handbook of LGBT-affirmative couple and family*

*therapy*. New York, NY: Routledge. Chapter 22.

Dworkin, S. H., & Pope, M. (2012). *Casebook for counseling lesbian, gay, bisexual, and*

*transgender persons and their families.* Alexandria, VA: American Counseling Association. Chapter 24.

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. Chapter 11.

Kafka, M. P. (2010). Hypersexual disorder: A proposed diagnosis for DSM-5. *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*. New

York, NY: Springer. Chapter 23.

Padykula, N. L., & Conklin, P. (2009). The self-regulation model of attachment trauma and addiction. *Clinical Social Work Journal, 38*(4), 351–360.

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, Conversion Therapy**  | **DATE** |
| --- | --- |
| **Topics**  |
| * Workplace discrimination
* Intimate partner violence (IPV)
* Conversion therapy
* Animal-assisted therapy
 |

This session relates to Course Objectives 1–5.

### Required Reading

BOOK 2: Dentato (2018), Chapter 23.

ARES: 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.

VIDEO: HBO Vice News: Living through gay conversion therapy.

 <https://www.youtube.com/watch?v=wD4sWQG2DnQ>.

ARES: Skinta, M., & Curtin, A. (2016). *Mindfulness and acceptance for gender and sexual minorities: A clinician's guide to fostering compassion, connection, and equality using contextual strategies*. Oakland, CA: New Harbinger Publications. Chapter 14: Flexible Organizations:
 Creating a Healthy and Productive Context for GSM Employees.

**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.

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. Chapter 10.

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*. New

York, NY: Springer. Chapters 6 and 10.

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
* LGBTQ affirmative therapy (gay affirmative therapy [GAT])
 |

This session relates to Course Objective 1.

### Required Reading

BOOK 2: Dentato (2018), Chapters 19 and 24.

ARES: Kort, J. (2018). *LGBTQ clients in therapy: Clinical issues and treatment strategies.*

New York, NY: W. W. Norton and Company. Chapter 4: Covert Cultural Sexual Abuse;

 Chapter 12: Gay Affirmative Therapy Principles in Clinical Practice: Establishing a Differential

Diagnosis.

LINK: (1986, April 24). Homosexuals. *Daily Trojan, 100*(67), 5. Retrieved from

 <http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll104/id/120476/re%20c/72>.

 (Take this link to reading—it is an old *USC Daily Trojan* newspaper. Or find the PDF in Toolbox
 on VAC or Blackboard (Potential WARNING: Reading this activates feelings and thoughts.
 Access Student Support Services listed below if needed.)

### 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/re

 c/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*. New York, NY: Routledge. Chapters 27 and 28.

Goldberg, A. E., & Allen, K. R. (2013). *LGBT-parent families*. New York, NY: Springer. Chapter 19: The Law Governing LGBT-Parent Families. Free PDF

| **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

ARES: 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.

ARES: 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.

**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.

Stone, F. (2016). The suicidal military client. In E. Schott & E. Weiss (Eds.), *Transformative*

* *social work practice.* Thousand Oaks, CA: Sage Publications, Inc.

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: Social Justice: Global and Diverse Social Work With Sexual and Gender Non-Conforming Minorities**  | **DATE** |
| --- | --- |
| **Topics**  |
| * Global picture for the LGBTQ community
* Diversity and human rights
* SAGE interview
* Interview with Dr. Vivienne Cass
 |

This session relates to Course Objectives 1–5.

### Required Reading

BOOK 2: Dentato (2018), Chapter 3.

FILE: Cass, V. (2015). *A quick guide to the Cass theory of lesbian & gay identity*

*formation.* Bentley DC, Western Australia: Brightfire Press.

* Chapter 1: Developing the Theory
* Chapter 6: Stages of Identity Formation
*

LINK: 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. Retrieved from

 <https://scholar.google.com/scholar?hl=en&q=Obama%2C+B.+H.+%282011%29.+Presidential+memorandum—international+initiatives+to+advance+the+human+rights+of+lesbian%2C+gay%2C+bisexual%2C+and+transgender+persons.+Washington%2C+DC%3A+The+White+House%2C+Office+of+the+Press+Secretary.&btnG=&as_sdt=1%2C5&as_sdtp>=.

 (Take this link to reading.)

**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*. New York, NY: Springer. Chapter 5 and 9.

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

|  |  |
| --- | --- |
|  |  |

|  |  |
| --- | --- |
|  |  |

**University Policies and Guidelines**

# 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) 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.

# 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 Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>.  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](http://policy.usc.edu/scientific-misconduct/).

# Support Systems

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

[engemannshc.usc.edu/counseling](https://engemannshc.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

[*www.suicidepreventionlifeline.org*](http://www.suicidepreventionlifeline.org)

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

USC Student Health Sexual Assault & Survivor Support: <https://studenthealth.usc.edu/sexual-assault/>

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu/)

*Office of Equity and Diversity (OED) / Title IX Compliance – (213) 740-5086*

[equity.usc.edu](http://equity.usc.edu/), [titleix.usc.edu](file:///%5C%5Csowkfs01.sowk.usc.edu%5Cshare%5CVice_Dean%5C_Syllabi%20Fall%202019%5Ctitleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support – (213) 740-2421*

USC Policy Reporting to Title IX: <https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response.

*The Office of Disability Services and Programs (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, and assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC – (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu/)

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.

# Additional Resources

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7.  To access Perspectives, Ltd., call 800-456-6327.

# 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.”

# 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.

# 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.

# Code of Ethics of the National Association of Social Workers (Optional)

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly* [*https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English*](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English)

## 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 well-being 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.

# Academic Dishonesty Sanction Guidelines

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

# Complaints

Please direct any concerns about the course with the instructor first.  If you are unable to discuss your concerns with the instructor, please contact the faculty course lead.  Any concerns unresolved with the course instructor or faculty course lead may be directed to the student’s advisor and/or the Chair of your program.

**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.

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

**SOWK 696: Assignment Prompts and Rubrics**

**Assignment 1: Journal**

**Due: By midnight of class on day of Units 4, 10, 13**

**20 points total**

**6.67 points for each of journal**

Students will journal 3-4 pages in a standard composition journal every several units for a total of 3 journal entries. Entries will be scanned into a PDF file and uploaded by the beginning of class in Units 4, 10, and 13. 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 alternative format.) Journal entries will contain the students’ self-reflection and personal challenge that arose during the prior 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 ability to do insight reflection. 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

6.67 (A) This is an example of an excellent display of effort and insight reflection, and entry was turned in on time.

5-4 (C-D) This is a sufficient example, but submission does not meet page limit and/or shows real lack of effort. Did not follow instructions.

3 or below (F) This is a poor example (didn’t follow instructions) and/or very late submission (.5-point deduction for each day late).

**Assignment 2: Micro, Mezzo, Macro Study Paper**

**Due: Unit 7 XX/XX/XX by the start of class**

Students will be expected to write a paper of six pages. Papers will present a 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, and readings). Papers 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 “study” for this assignment, please contact your instructor.

Papers should be six pages (not counting the title page or reference list), double-spaced with 1-inch margins on all sides, using 12-point Times New Roman font. Insert page numbers starting with the title page. Use subheadings (in bold font) to organize your paper. See *Publication Manual of the American Psychological Association*, page 62, for levels of headings. Throughout the paper, provide references with a minimum of six scholarly works (three 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.*

**SOWK 696—Assignment 2 Grading Rubric**

|  |  |
| --- | --- |
| **Overview of Importance and Significance of the Study*** The student considered the importance and the significance of the study presented in the paper.
* Student used original thoughts regarding the study.
 | **Score /10** |
| **Meta-Framework Analysis*** Student applied what was learned in the course (from lectures, presentations, readings).
* Critical thinking and originality of thought was demonstrated.
* Analysis and assessment included a meta-framework perspective that incorporated the micro, mezzo, macro, and global levels of the case study presented (when possible).
* Paper addressed the biological/psychological/social/political issues within the LGBTQ community (when possible).
* The student incorporated scholarly discussion to support their paper.
 | **Score /25** |

|  |  |
| --- | --- |
| **Writing Quality, APA Format, and References*** Six pages.
* Minimum six scholarly works (at least three of those must be found outside of the 696 syllabus).
* APA references accurate.
* Writing is clear and without grammar errors.
* 1-point deduction of each day late.
 | **Score /5** |
| **Comments:** | **Total: /40** |

**Assignment 3: LGBTQ Experience & Presentation**

## Due: Unit 15 (in class) XX/XX/XX

Students will do a presentation on an LGBTQ experience they had during the semester. The presentation will be based on the degree to which the student challenged themselves by the experience and the depth of thinking it provoked. The presentation should address why the student chose the particular experience and how the experience may impact the student’s work with LGBTQ 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.

This must be a “current experience” that needs to occur during the semester. It must be a new experience. Simply, you could watch the movie *Milk* or the ABC miniseries *When We Rise*. You could attend a gay pride parade (although this may be unavailable due to the time of the year or geography). A student could conduct an interview (in person or Skype/FaceTime) with a social worker at an LGBTQ-affiliated agency of interest in the United States or internationally.

Presentations should be 5-10 minutes.

*This assignment relates to Student Learning Outcomes 1–5.*

**SOWK 696—Assignment 3 Grading Rubric**

|  |  |
| --- | --- |
| **Identify and Describe Event*** Accurately and sufficiently describe the approved event.
* Student addressed why they selected this event.
* This must be a “current experience” that needs to occur during the semester. It must be a new experience. Simply, you could watch the movie *Milk* or the ABC miniseries *When We Rise*. Read book, interview, event, museum, exhibit, etc.
 | **Score /15** |
| **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 LGBTQ clients/community.
* Student used original thoughts to discuss experience.
* The student incorporated scholarly discussion.
* 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 where appropriate.
 | **Score /15** |

|  |  |
| --- | --- |
| **Comments:** | **Total: /30** |