



SCHOOL OF SOCIAL WORK

Social Work 7807: Social Work with Lesbian, Gay, Bisexual, and Transgender People (3 credits)

Section 001: TBA

Spring 2009

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I. PREREQUISITES

Students should have successfully completed SW 7004: Human Diversity and Oppression and SW 7005: Social Work Practice I prior to beginning SW 7807: Social Work with Lesbian, Gay, Bisexual, and Transgender People.

II. COURSE DESCRIPTION

The purpose of this course is to enhance students' professional competence with lesbian, gay, bisexual, and transgender (LGBT) people. Content explores social work practice at the micro, mezzo, and macro levels and across social, political, and economic realms. This course builds on basic practice skills obtained in SW 7005 and focuses the examination of diversity found in SW 7004. Mastery of course content in SW 7807 will in turn enhance concurrent and successive courses in the curriculum.

A foundation for the course will be laid by raising students' awareness of personal, interpersonal, and institutional values and beliefs and how biases may manifest as prejudice, discrimination, and oppression. The National Association of Social Workers' (NASW) *Code of Ethics* will guide discussions around viewing sexual orientation through a professional lens. Students will then be introduced to the history of the LGBT civil rights movement and the underlying theories of sexual orientation and sexual identity development.

A life cycle perspective will be presented to highlight the unique issues of LGBT people at various stages of human development, from the very young to the very old. Overlapping sexual

orientation, in addition to these generational considerations, are the many other aspects of diversity present in the LGBT community, including race, ethnicity, class, gender, physical and mental abilities, religion, and national origin. Students will be exposed to empirical literature on LGBT issues that will inform their understanding of past, present, and future challenges facing the LGBT community in light of its many complexities.

On the micro and mezzo levels, students will learn appropriate assessment and intervention skills for use with LGBT people. Special concerns within the population, such as the coming out process, adolescent suicide, and coping methods, will be considered. To a great extent, sexual orientation in contemporary culture is politically charged and socially regulated. To that end, students will be taught macro-level advocacy skills to fulfill their call as social workers by promoting social justice and equality.

III. COURSE OBJECTIVES

According to Sue and Sue (2003), experts on counseling diverse populations, cultural competence comprises three core areas: awareness, knowledge, and skills. Reflecting those core areas, students who successfully master this course will:

Awareness

- Demonstrate self-awareness of their feelings, values, and beliefs around their own and others' sexual orientation.
- Incorporate the NASW's *Code of Ethics*, particularly as it relates to sexual orientation, into their academic and professional performance.
- Recognize the source, purpose, and manifestations of oppression, especially of LGBT people.

Knowledge

- Articulate theories of sexual orientation and sexual identity development.
- Know the history of the LGBT civil rights movement.
- View LGBT realities within a developmental perspective, including childhood and adolescence, relationships and families, and later life.
- Understand the interaction of sexual orientation with religion, race, ethnicity, class, age, gender, etc.
- Analyze and critique current research related to the LGBT population.
- Understand current LGBT issues within a social, political, and economic context.

Skills

- Conduct a biopsychosocial assessment appropriate for LGBT people.
- Engage in gay-affirming and gender-affirming practice with LGBT clients.
- Address special areas of concern within the LGBT population (e.g., coming out, substance use, suicide, HIV/AIDS, domestic violence, etc.).
- Advocate for LGBT people at the micro, mezzo, and macro levels.

IV. COURSE TEXT

Required Text

Morrow, D. F., & Messinger, L. (Eds.). (2006). *Sexual orientation and gender expression in social work practice: Working with gay, lesbian, bisexual, and transgender people*. New York: Columbia University Press.

Required Reserve Articles and Chapters

Gittings, B. (2007). The vote that “cured” millions. *Gay & Lesbian Review Worldwide*, 14(4), 17-18.

Jordan, C., Hunter, S., Rycraft, J., & Vandiver, V. (2003). Assessing families who are multistressed. In C. Jordan & C. Franklin (Eds.), *Clinical assessment for social workers: Quantitative and qualitative methods* (2nd ed.). Chicago: Lyceum Books.

Lev, A. I. (2006). Intersexuality in the family: An unacknowledged trauma. *Journal of Gay & Lesbian Psychotherapy*, 10(2), 27-56.

Marotta, T. (2006). What made Stonewall different? *Gay & Lesbian Review Worldwide*, 13(2), 33-35.

Peterman, L. M., & Dixon, C. G. (2003). Domestic violence between same-sex partners: Implications for counseling. *Journal of Counseling & Development*, 81(1), 40-47.

Petrovic, J. E. (2000). Caring without justice: How we deaden the spirits of gay and lesbian youth in schools. *International Journal of Children's Spirituality*, 5(1), 49-59.

Poynter, K., & Washington, J. (2005). Multiple identities: Creating community on campus for LGBT students. *New Directions for Student Services*, Fall(111), 41-47.

Rivera, S. (2007). Sylvia Rivera's talk at LGMNY, June 2001 Lesbian and Gay Community Services Center, New York City. *Centro Journal*, 19(1), 116-123.

Shidlo, A., & Schroeder, M. (2002). Changing sexual orientation: A consumers' report. *Professional Psychology: Research and Practice*, 33(3), 249-259.

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

Recommended Texts

Aaron, J. E. (2005). *The little, brown essential handbook* (5th ed.). New York: Longman.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

V. METHODS OF INSTRUCTION

The instructor may draw from a variety of teaching methods including readings, writings, lectures, discussions, audiovisual materials, guest speakers, small group activities, cooperative learning, experiential exercises, role plays, student presentations, and service-learning.

Service-learning is defined as

a method--(A) under which students or participants learn and develop through active participation in thoughtfully organized service that--(i) is conducted in and meets the needs of a community; (ii) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and (iii) helps foster civic responsibility; and (B) that--(i) is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and (ii) provides structured time for the students or participants to reflect on the service experience.

(National and Community Service Act of 1990, p. 5)

Simply stated, service-learning fulfills a previously unmet need defined by the community, employs critical reflection and analysis, and provides a mutually beneficial experience for both the student and the community partner. Service-learning provides a conduit between theoretical content and its application.

Moodle, an online course management system, will be used in this course. Students can access Moodle by logging on to PAWS and clicking on “Student Services.” For help with Moodle, visit the Office of Computing Services’ Web site (<http://www.lsu.edu/its/helpdesk.html>).

LSU’s library can be accessed online at <http://www.lib.lsu.edu/>. Carol Bell is the School of Social Work liaison at Middleton Library and can be reached at cbell7@lsu.edu or (225) 578-7578.

VI. METHODS OF EVALUATION

Class Participation

Class participation grades depend on each student’s level of preparation for and quality of participation during class time. Since class participation can only be measured when students are present, arriving late to, leaving early from, or altogether not attending class sessions will negatively impact class participation grades to varying degrees, depending on reason and supporting documentation. Silence and monopolization are strongly discouraged, as are disruptive behaviors.

Subpopulations Paper

The purpose of this paper is to promote understanding of complex identities and micro and macro intervention strategies. Learning goals include understanding multiple-identity theories and realities, constructing a biopsychosocial assessment, articulating gay-affirmative or gender-affirmative practice and advocacy, and identifying best practices.

Select a population from the first column and a population from the second column:

<u>Population</u>	<u>Vulnerability</u>
Lesbians	Race/ethnicity (persons of color)
Gay men	Class (low-income, poverty)
Bisexuals	Age (children/adolescents, older people)
Transgender people	Ability (physical disability, mental illness, substance abuse)
	Religion (non-Christians)
	National origin (immigrants)

- What theories exist about this subpopulation?
- How is this subpopulation affected by the intersection of differences?
- Develop a biopsychosocial assessment for your chosen subpopulation.
- Discuss what gay-affirmative practice (for LGB people) or gender-affirmative practice (for transgender people) would look like with this subpopulation.
- Identify areas of advocacy that would benefit this subpopulation. Describe how you or others would undertake these advocacy actions.
- Incorporate (i.e., critique and synthesize) current research in your literature review/introduction that exemplifies best practices with the subpopulation you have selected.

This paper is to be 5-10 pages *of text* in length and must contain a title page and a reference page with at least five *scholarly* references (other than the course's required readings). **Due: TBA**

Service-Learning Project

The purpose of this assignment is for students to engage in a reciprocal provider-recipient learning experience that involves providing a mutually beneficial service for a community partner. Learning goals include successful community engagement, problem identification, data collection and analysis, and information dissemination.

As part of the service-learning assignment, students will be asked to perform a service that fills a need identified by the LGBT community. Capital City Alliance (CCA) will be the service-learning partner. Briefly, CCA was formed in 2000 and currently functions to promote social justice for LGBT people in the Baton Rouge government and community. Details of the service-learning project itself will be discussed in class.

(cont.)

This project does not require students to log a minimum number of hours. Grading will be based instead on individual, peer, and instructor evaluations of each student's contribution of time and effort. A grading rubric will be provided separately. **Due: TBA**

Journals

The purpose of this assignment is for students to reflect on their service-learning experiences. Learning goals include gaining insight on and awareness of current social problems, the impact of those problems on community members, and the involvement needed to alleviate those problems.

Students are to purposefully reflect on their service-learning experiences by processing their own thoughts, feelings, and behaviors in five journal entries. Reflection topics will be provided by the instructor. Journal content should include personal reflections of service-learning as they relate to the course content of sexual orientation and gender expression.

Students will be allowed 2 weeks to complete each journal entry. Entries are to be one to two pages in length, typed, double-spaced, and with no title page, abstract, or references. **Due: TBA**

Presentation

The purpose of this assignment is for students to share the outcome with others. Learning goals include delegating and assuming tasks, prioritizing and organizing information, and presenting the information in an engaging, comprehensive, and understandable format.

Students will disseminate their work via a presentation for the community partner at the end of the semester. Center for Community Engagement, Learning & Leadership staff and others may also be invited. Students will submit a copy of their presentation to the community partner.

Students can organize the division of labor in whatever way they choose but must do so as evenly as possible. The presentation should include, at least, an overview of the project and its purpose, its various phases and student tasks in each, the findings and their implications, and lessons learned for the service-learning project. Time will be allotted for the presentation and questions from the audience.

Students will be graded individually and not as a group. Grading will be based on individual, peer, and instructor evaluations. A grading rubric will be provided separately **Due: TBD**

VII. SCHOOL OF SOCIAL WORK AND UNIVERSITY POLICIES

Academic Integrity

The instructor will report any acts of suspected or actual academic dishonesty to the Office of the Dean of Students for resolution according to University policy. Students should familiarize themselves with the *Code of Student Conduct* and the National Association of Social Workers' (NASW) *Code of Ethics* (<http://www.naswdc.org>) and adhere to such ethical conduct in all

activities and behaviors associated with this course. The instructor is also held to the NASW *Code of Ethics*. To review the *Code of Student Conduct*, select “Student Life” on LSU’s homepage, and then select “Code of Student Conduct.” For more information on the *Code of Student Conduct*, contact the Office of the Dean of Students, 122 Johnston Hall, (225) 388-4307.

Diversity

Students in this course will not be discriminated against in accordance with University policies. To review LSU’s Sexual Harrassment policy (PS-73), visit <http://www.socialwork.lsu.edu/Field/Sexual%20Harrassment.pdf>

Students with Disabilities

Students with disabilities are encouraged to contact the Office of Disability Services, 112 Johnston Hall, Baton Rouge, LA, 70803, (225) 578-5919, disability@lsu.edu, as soon as possible to make special arrangements should they be helpful or necessary. Students must provide the instructor with the documentation required before any accommodations in the learning environment will be made.

VIII. CLASS POLICIES

Classroom

Attendance

Students are expected to attend all scheduled classes, arrive on time, and remain for the full class period. Please notify the instructor of an absence as soon as possible. Students are responsible for any material missed due to absences.

Participation

Class absences, disruptive or disrespectful behavior, or a failure to actively participate in class should be avoided, as they negatively impact students’ opportunities to learn, practice, and demonstrate comprehension of course material. Please turn pagers and cellular phones to the off or vibrate/silent position.

Course Feedback

In the spirit of quality improvement, students’ comments regarding aspects of this course and its instructor are encouraged. Goodwill suggestions for process and content are welcomed.

Assignments

Readings

The readings are designed to assist students with conceptualization of class discussion and to enhance content presented in written assignments. Students are to complete the reading assignments and come to class prepared to discuss them.

Writing

There will be an emphasis on writing in this class, with attention to effective and clear communication and APA style. Students are encouraged to avail themselves of graduate assistants, tutors, and campus resources (e.g., LSU Writing Center) for help with their writing skills. Please observe client confidentiality and use pseudonyms as appropriate.

Deadlines

Written assignments must be turned in by the end of class on the day they are due. Special Population papers submitted after the end of class will lose five (5) points for each 24-hour period they are late. Journals will lose one (1) point for each 24-hour period they are late. Assignments will not be accepted via e-mail without the instructor's prior consent. The instructor assumes no responsibility for papers submitted indirectly. Exceptions to these policies will be afforded to personal emergencies with proper documentation and at the instructor's discretion.

Revisions

The Subpopulations Paper will be eligible for a one-time revision. Students will have one week from the day the original graded paper is returned to revise and resubmit it along with the original paper and grading form. The average of the original grade and revised grade (if higher) will replace the original grade. This policy replaces extra credit opportunities.

Grading

Class Participation

Attendance requires:

- being present for each class and arriving on time and not leaving early
- leaving for and returning from mid-class breaks on time
- prior notification of absences and late arrivals

Classroom behavior requires:

- not engaging in side conversations or non-class-related activities
- not interrupting while others are speaking
- active engagement, such as eye contact and other nonverbal behavior

Classroom performance requires:

- active and meaningful participation at an appropriate level
- referring to assigned readings
- respectful, ethical, and inclusive language and communication

Assignments

Adherence to the directions includes:

- addressing all elements of the assignment
- keeping the paper within page limits
- incorporating references (as required)
- submitting the assignment by the due date and time

APA format includes:

- a title page and reference page (unless otherwise specified)
- appropriately documented in-text citations

- appropriate margins, fonts, quotes, etc.
- Writing:
- is free of spelling, grammatical, punctuation, and typographical errors
 - reflects effective communication skills
- Content:
- demonstrates breadth and depth of thought and critical thinking
 - demonstrates skill acquisition and application
 - reflects core social work values and ethics including, but not limited to, inclusive language and sensitivity to diversity
 - is supported by scholarly literature

Assignment Due Dates and Point Values:

Grading Scale:

<u>Assignment</u>	<u>Due Date</u>	<u>Point Value</u>	
Class Participation	Ongoing	10	A = 90-100
Subpopulations Paper	3/24	25	B = 80-89
S-L Project	4/21	20	C = 70-79
Journals (5)	2/17, 3/3, 3/17, 3/31, 4/14	25	D = 60-69
Presentation	4/28	20	F = 59 or less

“No more than six credit hours of grades of ‘C’ will be counted toward the MSW degree. Grades of D or F will not count toward the MSW degree and must be repeated. Students who obtain grades of C or lower may be placed on probation or dropped by the Graduate School if the semester and/or cumulative GPA drop below a 3.0” (2007-2008 MSW Student Handbook, p. 26).

IX. COURSE OUTLINE

Date/Session	Topic	Readings	Assignments
January 13, 2009 Session 1	Welcome & Course Introduction		
January 20, 2009 Session 2	Foundational Understanding	<ul style="list-style-type: none"> • M & M Chs. 1 & 3 	
January 27, 2009 Session 3	Historical Overview	<ul style="list-style-type: none"> • M & M Ch. 2 • Marotta • Rivera • Gittings 	
February 3, 2009 Session 4	Identity Development	<ul style="list-style-type: none"> • M & M Chs. 4 & 5 	
February 10, 2009 Session 5	Coming Out	<ul style="list-style-type: none"> • M & M Chs. 6 & 7 • Poynter & Washington 	

February 17, 2009 Session 6	Lesbian & Gay Families	<ul style="list-style-type: none"> • M & M Chs. 9 & 10 	Journal 1
February 24, 2009	No class: Happy Mardi Gras!		
March 3, 2009 Session 7	Bisexual & Transgender Families	<ul style="list-style-type: none"> • M & M Chs. 11 & 12 	Journal 2
March 10, 2009 Session 8	Micro Practice	<ul style="list-style-type: none"> • M & M Ch. 20 • Van Den Bergh & Crisp • Jordan et al. (pp. 335-343) 	
March 17, 2009 Session 9	Macro Practice	<ul style="list-style-type: none"> • M & M Ch. 19 	Journal 3
March 24, 2009 Session 10	LGB Health Issues	<ul style="list-style-type: none"> • M & M Ch. 14 • Shidlo & Schroeder 	Subpopulations Paper
March 31, 2009 Session 11	Transgender Health Issues & Intersex Conditions	<ul style="list-style-type: none"> • M & M Ch. 15 • Lev 	Journal 4
April 7, 2009	No class: Spring Break!		
April 14, 2009 Session 12	Life Stage Issues	<ul style="list-style-type: none"> • M & M Chs. 8 & 13 	Journal 5
April 21, 2009 Session 13	Domestic Violence; Hate Crimes	<ul style="list-style-type: none"> • M & M Ch. 16 • Petrovic • Peterman & Dixon 	Service-Learning Project
April 28, 2009 Session 14	Contemporary Issues	<ul style="list-style-type: none"> • M & M Chs. 17 & 18 	Presentation

X. SUPPLEMENTAL READING

Barret, B., & Logan, C. (2002). *Counseling gay men and lesbians: A practice primer*. Belmont, CA: Thomson/Wadsworth.

Chernin, J. N., & Johnson, M. R. (2002). *Affirmative psychotherapy and counseling for lesbians and gay men*. Thousand Oaks, CA: SAGE Publications.

- Ciro, D., Surko, M., & Bhandarkar, K. (2005). Lesbian, gay, bisexual, sexual-orientation questioning adolescents seeking mental health services: Risk factors, worries, and desire to talk about them. In K. Peake, I. Epstein, & D. Medeiros (Eds.), *Clinical and research uses of an adolescent mental health intake questionnaire: What kids need to talk about* (pp. 213-234). Binghamton, NY: Haworth Social Work Practice Press.
- Crisp, C. (2005). Homophobia and use of gay affirmative practice in a sample of social workers and psychologists. *Journal of Gay & Lesbian Social Services, 18*(1), 51-70.
- Croteau, J. M. Lark, J. S., Lidderdale, M. A., & Chung, Y. B. (2004). *Deconstructing heterosexism in the counseling professions: A narrative approach*. Thousand Oaks, CA: SAGE Publications.
- Donahue, P., & McDonald, L. (2005). Gay and lesbian aging: Current perspectives and future directions for social work practice and research. *Families in Society, 86*(3), 359-366.
- Englehardt, B. J. (2005). Group work with lesbians. In G. L. Greif & P. H. Ephross (Eds.), *Group work with populations at risk* (2nd ed., pp. 332-346). New York: Oxford University Press.
- Floyd, F. J., & Bakeman, R. (2006). Coming-out across the life course: Implications of age and historical context. *Archives of Sexual Behavior, 35*(3), 287-296.
- Green, R. G. (2005). The use of bidimensional scales to assess social workers' attitudes toward lesbians and gay men. *Social Work Research, 29*(1), 57-60.
- Hicks, S. (2005). Queer genealogies: Tales of conformity and rebellion amongst lesbian and gay foster carers and adopters. *Qualitative Social Work: Research and Practice, 4*(3), 293-308.
- Holley, L. C., & Segal, E. A. (2005). Incorporating LGBTQ content into foundation social work courses: Addressing students' perceived gaps. *Arete, 28*(2), 26-38.
- Jenkins, D., & Johnston, L. B. (2004). Unethical treatment of gay and lesbian people with conversion therapy. *Families in Society, 85*(4), 557-561.
- Johnston, L. B., & Jenkins, D. (2006). Lesbians and gay men embrace their sexual orientation after conversion therapy and ex-gay ministries: A qualitative study. *Social Work in Mental Health, 4*(3), 61-82.
- Kahn, M. M. (2006). Conservative Christian teachers: Possible consequences for lesbian, gay and bisexual youth. *Intercultural Education, 17*(4), 359-371.
- Kenagy, G. P., Moses, H., & Ornstein, E. D. (2006). Transgender students and school social work: Bridging the gap. *School Social Work Journal, 31*(1), 43-60.

- Mallon, G. P., & DeCrescenzo, T. (2006). Transgender children and youth: A child welfare practice perspective. *Child Welfare Journal*, 85(2), 215-241.
- Martin, J. I., Pryce, J. G., & Leeper, J. D. (2005). Avoidance coping and HIV risk behavior among gay men. *Health & Social Work*, 30(3), 193-201.
- Messinger, L., & Morrow, D. F. (Eds.). (2006). Case studies on sexual orientation and gender expression in social work practice. New York: Columbia University Press.
- Morrow, D. F. (2004). Social work practice with gay, lesbian, bisexual, and transgender adolescents. *Families in Society*, 85(1), 91-99.
- Perez, A. (2005). Internalized oppression: How it affects members of the LGBT community. *Diversity Factor*, 13(1), 25-29.
- Rozas, L. W. (2005). Lesbian identity and contemporary psychotherapy: A framework for clinical practice. *Clinical Social Work Journal*, 33(1), 107-109.
- Schope, R. D. (2004). Practitioners need to ask: Culturally competent practice requires knowing where the gay male client is in the coming out process. *Smith College Studies in Social Work*, 74(2), 257-270.
- Schope, R. D. (2005). Who's afraid of growing old? Gay and lesbian perceptions of aging. *Journal of Gerontological Social Work*, 45(4), 23-39.
- Snively, C. A., Kreuger, L., & Stretch, J. J. (2004). Understanding homophobia: Preparing for practice realities in urban and rural settings. *Journal of Gay & Lesbian Social Services*, 17(1), 59-81.
- Sue, D. W., & Sue, D. (2003). *Counseling the culturally diverse: Theory and practice*. New York: John Wiley & Sons, Inc.
- Towns, L. (2006). Ethics and oppression of GLBT citizens: CSWE and NASW involvement. *Journal of Progressive Human Services*, 17(1), 1-4.
- Tucker, E. W., & Potocky-Tripodi, M. (2006). Changing heterosexuals' attitudes toward homosexuals: A systematic review of the empirical literature. *Research on Social Work Practice*, 16(2), 176-190.