

SW 707: Interpersonal Practice with LGBT+ Clients

Date/Time: Tuesdays 6-9pm

Professor: Dr. Shanna Katz Kattari, PhD, MEd, CSE, ACS (pronouns: she/her/hers)

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3 Credits

Required Text

Dentato, M. P. (Ed.). (2017). *Social Work Practice with the LGBTQ Community: The Intersection of History, Health, Mental Health, and Policy Factors*. New York, NY: Oxford University Press.

There will be additional readings and handouts from recent social science/medical journals and pertinent news articles and/or social media publications, blogs, and other sources distributed to students via Canvas. This course will also include supplemental videos and social media to enhance and support your learning experience.

Contacting Me

Email is the best way to reach me. I will do my best to respond to any email within 48 hours. I also offer office hours at a set time, and by appointment. Emailing me 10 minutes before class will likely not result in a response before class begins, but you are welcome to touch base with me after class in person.

Official Course Description

This course will address issues of concern to interpersonal practice clients that identify as Lesbian, Gay, Bisexual, Queer, Questioning, Transgender, Nonbinary, Intersex, Asexual, Two Spirit, etc. (LGBTQIA2S+). This course will build on basic IP skills and knowledge of, primarily, individual therapy. Issues which are of greater concern, or for which services and in some cases, knowledge are lacking for these groups will be reviewed. For example, these issues will include: the development of sexual identity, coming out, social stigma, substance abuse, HIV and AIDS, the interaction of discrimination due to gender and/or ethnicity with the discrimination due to sexual orientation, violence within relationships and violence against these groups, discrimination on the basis of orientation, suicide, family development and parenting, passing and community interaction, and policy. This course will closely focus on skills needed for working with these specific issues.

Course Design

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, discussion, video, and

participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given knowledge about justice and change, and principles of change towards justice.

Theme Relation to Multiculturalism & Diversity

is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; ethnicity; family structure; gender - including gender identity and gender expression; marital status; national origin; race; religion, spirituality or worldview; sex; and sexual orientation) are socially constructed, embedded in societal structures across system levels, and maintained through social processes and intra and interpersonal relationships and schemas. There will be a specific issues on the LGBTQIA2S+ community and how these other dimensions exist within and/or act to oppress (or are oppressed by) those in this group.

Theme Relation to Social Justice

is addressed from the perspective of critically analyzing theories and conceptualizations of justice, current trends and ethical issues and their implications for promoting social justice and social change, by considering the influence of normative rules and conditions. Additional focus will be directed towards how structural and institutional conditions affect the opportunities and well-being of LGBTQIA2S+ individuals and communities in society, as well as the best way to support them at the micro, mezzo, and macro levels.

Theme Relation to Behavioral and Social Science Research

will be reflected in the theory, social science literature and research covered characterizing and analyzing macro-level structures, processes and their bearing and implications for the well-being of different vulnerable and disadvantaged groups and populations in society, as well as how marginalized groups exert agency and influence society.

Relationship to SW Ethics and Values

The NASW Code of Ethics will be used to give students direction about ethical issues as they relate to the experience of marginalized groups. The course will focus on social workers' responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

Intensive Focus on PODS [Privilege, Oppression, Diversity and Social Justice]

This course integrates PODS content and skills with a special emphasis on the identification of practice, theories and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Accommodations for students with disabilities

If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you chose to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 7633000 or go to <http://www.umich.edu/~sswd/>

Note: I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know! This also means that you are welcome to eat/drink in our class, take breaks/move your body as needed, choose where to sit, etc. I will also be asking everyone to share about their access needs (if your access needs have already been met, you can simply say that) to help normalize this in social work spaces.

Name and Pronoun Policy

All students will be asked to share whatever name and pronouns they would like others and myself to our classroom space. Names and pronouns may change overtime, or even week to week. All of us will commit to using the correct name and pronouns of each other and our guest speakers throughout the semester. Should someone accidentally use the wrong name or pronoun, the correct response is to acknowledge the mistake, apologize, and move on with the correct version. Example: “As he was saying. I’m sorry; I meant to say, as they were saying, that was a very interesting article.”

Laptop Policy

Laptops and other forms of technology may be used for legitimate classroom purposes only, such as taking notes or looking up readings on Canvas. Email, Facebook, instant messaging, online shopping, surfing the Internet, and playing games are not considered legitimate classroom purposes. Such use is distracting to those seated around you, and if I see you using your computer for these purposes, I may ask you to turn off your computer and take notes by hand.

Inclusivity Policy

Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively *listen* to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech, and holding active regard for one another being open to diverse perspectives and ideas. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual

orientation, religion/world view, immigration status, size, nationality, disability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

Course Schedule

Session	Topics Covered	Items DUE	Readings – To be read prior to class
1 Jan 15 th	<ul style="list-style-type: none"> • Overview of Class • Review syllabus • Basic Definitions/History Basic Definitions • History • Basic Constructs 	Have read the syllabus	<p>Syllabus</p> <p>Chapter 1. A History of Community: Marching Towards LGBTQ Equality (Balestrery)</p> <p>Chapter 2. Understanding Differences and Definitions: From Oppression to Sexual Health and Practice (Russell and Viggiani)</p> <p>National Association of Social Workers. (2015). Lesbian, Gay, and Bisexual issues. In <i>Social Work Speaks</i>, Tenth Edition: NASW Policy Statements. Washington, DC: NASW Press.</p> <p>National Association of Social Workers. (2015). Transgender and Gender Identity issues. In <i>Social Work Speaks</i>, Ninth Edition: NASW Policy Statements. Washington, DC: NASW Press.</p>
2 Jan 22 nd	<ul style="list-style-type: none"> • Identities • Coming Out • Affirming Practice 		<p>Chapter 4. Identity Development (Arguello)</p> <p>Chapter 5. The Coming Out Process (Smith, Arguello, and Dentato)</p> <p>Chapter 11. Affirming and Strengths Based Models of Practice (Gates and Kelly)</p> <p>Swank, E., & Fahs, B. (2013). Why Do Social Work Students Engage in Lesbian and Gay Rights Activism? <i>Journal of Human Behavior in the Social Environment</i>, 23(1), 91-106.</p>
3 Jan 29 th	<ul style="list-style-type: none"> • Policy • Civil Rights 	Assignment DUE: Article Critique	<p>Chapter 3. Advancing Social and Economic Justice (Havig, Natale, McLeod, and Gandy-Guedes)</p> <p>Chapter 9. Employment, Stress, and Strengths Perspective</p>

			<p>(Gates)</p> <p>Chapter 19. The Intersection of Policy and Practice: Advancing Civil Rights, Equality and Equity. (Natale, Havig, Gandy-Guedes, and McLeod)</p> <p>Adams, H. (2016). Intersectionality in Queer Activism: A Case Study.</p>
4 Feb 5 th	<ul style="list-style-type: none"> LGB Practice 		<p>Chapter 13. Practice with the Lesbian Community: A Roadmap to Effective Micro, Mezzo and Macro Interventions (Mallinger)</p> <p>Chapter 14. Practice with the Gay Male Community (Dentato, Arguello, and Wilson)</p> <p>Chapter 15. Practice with the Bisexual Community (Scherrer and Clark)</p> <p>LaSala, M. C. (2007). Old maps, new territory: Family therapy theory and gay and lesbian couples. <i>Journal of Gay, Lesbian, Bisexual, and Transgender Family Studies, Innovations in Theory, Research, and Practice</i>, 3(1), 1-14.</p>
5 Feb 12 th	<ul style="list-style-type: none"> Q/T Practice Non-binary identities 	<p>Assignment DUE: Literature Review</p>	<p>Chapter 16. Practice with Transgender and Gender Non-Conforming Clients (Austin)</p> <p>Chapter 17. Practice with the Queer Community (Wagman)</p> <p>James, S. E., Herman, J. L., Rankin, S., Keisling, M., Mottet, L., & Anafi, M. (2016). <i>Executive Summary of the Report of the 2015 U.S. Transgender Survey</i>. Washington, DC: National Center for Transgender Equality. Retrieved from www.transequality.org/sites/default/files/docs/USTS-Executive-Summary-FINAL.PDF</p> <p>Richards, C., Bouman, W. P., & Barker, M. J. (Eds.). (2017). <i>Genderqueer and non-binary genders</i>. London, UK: Palgrave Macmillan. INTRO and CHAPTER 2 ONLY</p> <p>Walters, K. L., Evans-Campbell, T., Simoni, J. M., Ronquillo, T., & Bhuyan, R. (2006). "My Spirit in My Heart" Identity Experiences and Challenges Among American Indian Two-Spirit Women. <i>Journal of Lesbian Studies</i>, 10(1-2), 125-149.</p>
6 Feb 19 th	<ul style="list-style-type: none"> IPV Relationships Substance Use 	<p>Assignment DUE: Self Reflection #1</p>	<p>Chapter 8. Dating, Relationships and Family Issues (Dentato, Arguello, and Smith)</p>

	<ul style="list-style-type: none"> Sex Therapy 	Guest Speaker: Dr. Sarah Peitzmeier	<p>Chapter 22. Substance Use and Addiction (Mendoza)</p> <p>Chapter 23. Understanding the Impact of Intimate Partner Violence: Trends, Frame Works and Treatments (McLeod, Havig, Gandy-Guedes, and Natale)</p> <p>The Network la Red. Open Minds, Open Doors: Transforming Domestic Violence Programs to Include LGBTQ Survivors. [SKIM]</p> <p>Berry, M. D., & Lezos, A. N. (2017). Inclusive sex therapy practices: a qualitative study of the techniques sex therapists use when working with diverse sexual populations. <i>Sexual and Relationship Therapy</i>, 32(1), 2-21.</p>
7 Feb 26 th	<ul style="list-style-type: none"> Youth Activism Race and Racism 		<p>Chapter 7. Strengths-Affirming Practice with LGBTQ Youth (Kelly and Ratliff)</p> <p>Chapter 18. Building Strengths Based and Empowering Continuums of Care of LGBTQ Youth (Craig & McInroy)</p> <p>Cisneros, J. (2017). Working with the complexity and refusing to simplify: Undocuqueer meaning making at the intersection of LGBTQ and immigrant rights discourses. <i>Journal of homosexuality</i>, 1-20.</p> <p>Biko, C. (2016). Black trans lives matter too. Huffington Post. Retrieved from https://www.huffingtonpost.com/cheno-biko/black-trans-lives-matter-_b_9157514.html</p> <p>Kahn, J. (2015). Black trans women to the front. The Feminist Wire. Retrieved from http://janayakhan.com/2015/11/19/black-trans-women-to-the-front/</p>
8 March 5 th	<ul style="list-style-type: none"> SPRING BREAK NO CLASS 		<p>NO CLASS SPRING BREAK</p>
9 March 12 th	<ul style="list-style-type: none"> Other Multiply Marginalized Groups 		<p>Chapter 10. Aging within the LGBT Community: An Exploration of Life's Challenges (Spira, Orwat, and Knepler-Foss)</p> <p>Chapter 12. Incorporating Minority Stress Theory into Clinical Practice (Alessi and Hartman)</p> <p>Chapter 21. LGBTQ People of Color with Mental Health</p>

			<p>Conditions: Considering Intersectionalities (Holley and Thomas)</p> <p>Hirschmann, N. J. (2013). Queer/fear: disability, sexuality, and the other. <i>Journal of Medical Humanities</i>, 34(2), 139-147.</p> <p>Johnson, L., & Federman, E. J. (2013). Pathways and barriers to care for LGBT veterans in the US Department of Veterans Affairs (VA). <i>Journal of LGBT Issues in Counseling</i>, 7(3), 218-235.</p>
10 March 19 th	<ul style="list-style-type: none"> • Intersexuality • Spirituality • Polyamory • BDSM • Asexuality 		<p>Lev, A. (2006). Intersexuality in the family: An unacknowledged trauma. <i>Journal of Gay and Lesbian Psychotherapy</i>, 10(2), 27-56.</p> <p>Bowland, S. E., Foster, K., & Vosler, A. N. R. (2013). Culturally competent and spiritually sensitive therapy with lesbian and gay Christians. <i>Social Work</i>, 58(4), 321-332.</p> <p>Fox, R. (2006). <i>Poly 101</i>. Polyamory Online. Retrieved from http://www.polyamoryonline.org/poly101.html</p> <p>Graham, N. (2014). Polyamory: A Call for Increased Mental Health Professional Awareness. <i>Archives of sexual behavior</i>, 43(6), 1031-1034.</p> <p>Tibbs, A. (2014). <i>5 Myths and Misconceptions about Asexuality</i>. Everyday Feminism. Retrieved from http://everydayfeminism.com/2014/10/5-myths-and-misconceptions-about-asexuality/</p> <p>Williams, D. J. (2013). Social work, BDSM and vampires. <i>Canadian Social Work</i>. 5(1), 28-41. Retrieved from www.casw-acts.ca/sites/default/files/CSW%20Journal%20Fall%202013_Volume%2015%20Number%201.pdf#page=28</p>
11 March 26 th	<ul style="list-style-type: none"> • Health • Mental Health • Pornography • Sex Work 	<p>Assignment Due: Proposal for Final Project</p> <p>Virtual Guest Speaker: Bella Vendetta</p>	<p>Chapter 20. An Examination of Health and Mental Health Factors Impacting the LGBTQ Community (Young and Fisher-Borne)</p> <p>Chapter 24. Health Disparities, HIV/AIDS, and Framing a Public Health Agenda (Holloway and Jordan)</p> <p>One Colorado. (2015). Transparent: The State of Transgender Health in Colorado. Retrieved from http://www.one-colorado.org/issues/lgbt-health/.</p>

			<p>Lee, J. (2015). How to Come Out Like a Porn Star: An Introduction. In Lee, J. (Ed.) Coming Out Like a Porn Star. Berkley, CA: ThreeLMedia.</p> <p>Boris, E., Gilmore, S., & Parrenas, R. (2010). Sexual labors: Interdisciplinary perspectives toward sex as work. <i>Sexualities</i>, 13 (2), 131-137.</p>
12 April 2 nd	<ul style="list-style-type: none"> • NO CLASS – WORK ON FINAL PROJECT 	NO CLASS	I will be available by appt to chat about projects if helpful for you!
13 April 9 th	<ul style="list-style-type: none"> • Presentations and Noshing (Day 1) 	Assignment Due: Reflection Paper #2	Be prepared to present on your final projects and receive feedback from your peers.
15 April 16 th	<ul style="list-style-type: none"> • Presentations and Noshing (Day 2) • Catch up day 		<p>Be prepared to present on your final projects and receive feedback from your peers.</p> <p>We also may circle around to touch on any subjects we didn't adequately cover</p>
16 April 23 rd	<ul style="list-style-type: none"> • Debrief • Letters to self 	Assignment DUE: Final Project April 24th at 11:59pm	

Assignments

Participation: 25% (250 points; 150 from two self-reflections, and 100 from in class/online participation)

Article Critique: 15% (150 points)

Literature Review: 15% (150 points)

Teach Back: 15% (150 points)

Final Project: 30% (proposal is 50 points, product is 250 points)

Submission of Assignments

All assignments must be submitted online via Canvas at or before the time it is due as indicated on the syllabus. If you are unable to submit online for any reason, email me your assignment directly. If you do not contact me to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late.

Any late assignment will lose 3 points for each day it is late unless arrangements are made with me for an extension prior to the due date. Occasionally, unforeseen circumstances arise (e.g., illness, personal or family emergency) which may make it difficult for you to complete the assignment by its designated due date time.

Should this happen, it is YOUR responsibility notify me. At my discretion, your request for an extension of an assignment past its due date may be granted, usually for no longer than one week past the due date. I reserve the right to deduct points for late assignments.

Participation – 25% - 150 points from in class/online, 100 points from Self Reflections

DUE – April 23rd, end of day

Participation is broadly defined. Participation refers showing up to class (in a timely manner), asking questions, applying course concepts to questions about your own experiences, contributing to the learning of others, participating in online discussions on Canvas, providing accurate and respectful feedback to others, sharing resources with classmates, identifying any unique learning needs or problems to the professor, and utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. This course will be led in a seminar style, meaning there may be some didactic portions at the beginning of class, but the majority of the class period will consist of group discussion where I or your classmate is merely a facilitator. The success of this course depends upon our ability to have an informed discussion. By informed I mean that your responses, opinions, and answers can be explicitly connected to the readings, your practice/community experiences, and can reflect your knowledge and understanding of the subject area. Come to class with questions and ideas for discussions. Class contributions should focus on relevant course concepts and professional practice experiences. Participation can and should be done both in the classroom and on the discussion boards online, as is relevant.

Criteria	Exemplary Performance	Points (200 max)
Frequency of participation in class	Student initiates contributions more than once in each class session/online discussion, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute, in person or online. Student does not comment overzealously or to the exclusion of other learners.	60
Quality of comments	Comments in person and online are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.	70
Listening Skills	Student listens attentively when others present materials and perspectives, and contribute comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner.	70
Total		200

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Self Reflections (2) – 50 points each

DUE – Feb 19th and April 9th, at 6pm

You will write 2 - 4 page long journal entries (or alternatively: 10-15 minute long videos with captions) TWICE throughout the semester in response to the readings, activities, videos, course content, & guest speakers reflecting on personal values, ethics, perspectives, biases and reactions to engaging with different aspects of LGBTQIA2S+ communities, as well as with different

frameworks, policies, interventions, and theories. Each entry should be self-reflective and written in first person; you will not lose points for acknowledging concerns, biases, privileges, apprehensions, etc. Rather, you are asked to be honest and forthright about your response to the class and its content. If readings are mentioned, they should be cited – additional citations are not required. These are due before class begins on their due date (but can be submitted early) and should be submitted through Canvas. Only I will be reading these journal entries (they will not be shared with the class).

Criteria	Exemplary Performance	Points (50 each)
Accuracy	Journal entry represents the author's ideas, thoughts, or conclusions accurately, fairly, and eloquently. It shows a firm understanding of the implications of each author's argument(s), or asks questions when there is not a firm conclusion. It is authentic to the author, and not regurgitating thoughts already shared in the class or from others.	20
Argument	Journal entry fully meets the requirements of the assignment. It explores implications of chosen ideas for the assigned topic in thoughtful and/or original ways. It makes convincing and personalized case for why selected key ideas connect and/or uses texts, class discussions, and/or lectures to support.	20
Clarity and Presentation	Journal entry consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames first-person perspective in the text. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1" margins), and written in full sentences. All citations (if there are any) are properly attributed and cited in a consistent style. There are virtually no spelling or grammatical errors. If a video is chosen, captions or a transcription should be included and accurate. This should not be simply read from a piece of paper, but rather, more of a video diary.	10
Total		50

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Article Critique – 15%

DUE – Jan 29th, 6pm

The purpose of this assignment is to engage with existing research and assess both for inclusion of members of the LGBTQIA2s+ communities, and ensuring that thought is placed on the diverse membership of these communities. You will select an article from a PEER REVIEWED journal that is of interest to you. This article should be empirical research (qualitative, quantitative, or mixed methods, including RCTs/intervention studies), and be connected to social work in some regard (social workers as the authors, social work journal, social work setting for the intervention, etc.).

Please spend one page summarizing the article above and beyond the abstract – what is the point of the article, and why did you select it. Then please note the things that were done well regarding LGBTQIA2S+ individuals/communities, diversity, affirming practice, methodologies, analysis, how it connects to social work values and ethics, etc. Next, please critique the article in these regards; what could have been done better, what bias (if any) was at play, what/who was missing – essentially, if you were a reviewer, what would you suggest be improved on for the future. Finally, a final paragraph should place this within your knowledge of the existing literature; do you feel this is innovative and ahead of its time? Solidly behind the times? A good representation of this topic in regards to what else you might find on the same subject?

Expected Length: Papers should be 3 -5 pages (Times New Roman 12, double spaced, 1" margins) and in APA format.

Criteria	Exemplary Performance	Points (150 each)
Argument	Critique fully meets the requirements of the assignment. It explores implications of chosen ideas for the assigned topic in thoughtful and/or original ways. It makes convincing and personalized case for how and why this article could be improved and regarding extant areas of strength.	60
Accuracy	Critique represents the author's ideas, thoughts, or conclusions accurately, fairly, and eloquently. It shows a firm understanding of the implications of each author's argument(s), or asks questions when there is not a firm conclusion. It is authentic to the author, and not regurgitating thoughts already shared in the class or from others.	60
Clarity and Presentation	Paper consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames first-person perspective in the text. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1" margins), and written in full sentences, reaching minimum page length. There are virtually no spelling or grammatical errors.	30
Total		150

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Literature Review – 15%

DUE – Feb 12th, 6pm

For this assignment, I would like you to choose an area of interest to you that cross cuts with the subject of LGBTQIA2S+ communities and individuals. It should be narrow enough for a literature review, so rather than “LGBTQIA2S+ Youth,” consider something like “LGBQ Homeless Youth” or “Trans and Non-Binary Youth in the Child Welfare System.” Too wide of a topic will make it difficult to write a concise literature review. Similarly, it should not be too narrow; choosing a topic like “Disabled Two-Spirit Youth Aging Out of Foster Care” will likely leave you with few to know extant studies, making it nigh on impossible to write a review of the literature. We will be speaking about our chosen topics several times in class, so that should help you to narrow or broaden your thought process. This should be an area about which you feel passionate, as other assignments for this class will build on this topic.

Please spend some time searching through the existing literature on your area; you can use individual databases, look for systematic reviews/meta analyses, use Google Scholar, do backwards and forward citation searches, etc. Then you should write a review of the literature which should be approximately 4-8 pages (flexible as needed) with appropriate headings and subheadings. This is NOT an annotated bibliography; rather, you should compose paragraphs that meld the existing knowledge together. I have found it helpful to glance through the literature review sections of other articles to get an idea of what this might look like if I feel stuck. Citations should be at the end in an APA style reference section. All APA guidelines (12 pt Times New Roman, 1" margins, double spacing, in-text citations, etc.) should be followed.

Criteria	Exemplary Performance	Points (150 each)
Argument	Literature review fully meets the requirements of the assignment. It explores extant research regarding the chosen topic in thoughtful and/or original ways. It makes blends together different pieces of scholarly knowledge into a smoothly readable review that makes clear to the reader a basic background of the subject area.	60
Accuracy	Literature review represents the author's ideas, thoughts, or conclusions accurately, fairly, and eloquently. It shows a firm understanding of the existing research without missing any areas or going overly in-depth into any single study or sub-area.	60
Clarity and Presentation	Paper consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames first-person perspective in the text. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1" margins), and written in full sentences, reaching minimum page length. There are virtually no spelling or grammatical errors.	30
Total		150

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Teachback/Facilitation – 15% (150 points)

DUE – Depends on date of sign up

Over the course, each member of the seminar will be responsible for preparing and leading 30 minutes/half an hour of a class session discussion for one class period, including over the readings for that day of the semester (we will sign up the first week or two of class – most weeks will have two or three students, so they will need to decide how they select who will cover which readings)). This facilitation should be carefully planned and thoughtfully executed. Plan to structure a classroom experience that will engage us in discussion of key issues in the course materials. This may involve supplemental provocations (film clips, visual display, short additional readings, performances, podcasts) that we may be invited to experience outside of class or during the course of presentation, should it be sufficiently brief and focused to help you fulfill the scope of your aims. Presentations should include necessary exposition of the history of the text or argument, its place in theoretical debates and disciplinary practice, clear explanation of key points, and a rich, vital sense of your own discoveries, critical perspectives, and conclusions. Students are encouraged to engage and develop current research (their own or others in the field) in their presentation. Consider the appropriate pedagogy for your topic and presentation. Do not, for any reason, primarily or exclusively just read through your notes or PowerPoint slides. Activities, use of media, discussion groups, etc., are highly encouraged.

Each presenter must develop a 1-2 page handout (or longer) of quotes from the readings that they found particularly notable, specific questions that emerged from the readings that are pertinent to the themes of the course, reactions they would like their peers to marinate on, further resources, diagrams of concepts, etc.

It is expected that all teachbacks/facilitations will be made as accessible as possible which includes the intentional use of Universal Design for Learning.

Criteria	Exemplary Performance	Points (150 max)
Content of Presentation	Individual was very familiar with the material that was assigned for that day, as well as any additional material offered, and offered deeper understand of these materials. Information was presented in an engaging way that used clear pedagogical approaches to help facilitate learning in the classroom space. Activities, media, etc., were appropriate for the topic area. Everything was accessible to all learners.	50
Handout	The handout offered was clear, useful, and helped not only with the in-class portion, but will be useful for the other students to have in reflection on that day's reading and presentation at a later time and date.	50
Clarity and Presentation	Facilitator presented a clear presentation that was well-organized and easy to follow. They responded to questions from classmates and instructor well.	50
Total		150

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Final Project – 20%

PROPOSAL DUE – March 26th, 6:00pm

FINAL PROJECT DUE – April 24th, 11:59pm

Students will pick a case study, policy analysis, an organizational assessment (of their own field placement organization, or another organization in the community), or a grant proposal to test an intervention for its' validity with part of or the whole LGBTQIA2S+ community, based on their social work practice, research, and/or area of interest. Each option Additionally, each student will be asked to present a summation of their case study, policy analysis, organizational

evaluation, or grant proposal to the class (short 10-15 minute presentation – Powerpoint or Prezi is optional).

NOTE: If there is another project in a similar vein that you feel will better prepare you as a scholar or practitioner, please schedule time to meet with me and talk about it. The goal of this project is to have a useful item for your portfolio; something that can help you in practice, or be turned into a paper or actual grant proposal. Let's collaborate to ensure you are creating something that meets this goal.

Case Study

Students will select from one of three case study options regarding LGBTQIA individuals, couples or family seeking services. They will describe the client(s), what brings the client(s) in for services, and fill in the details of who this person is/these people are (approximately 1 page). Following this, they will include literature regarding the identities of the client(s)/culturally responsive care for this/these client(s), a plan for how to design treatment for the client(s) in a way that does not reduce them solely to their sexual orientation and/or gender identity, detail how one would offer inclusive services especially around potential intersections of identity, identify skills, treatments and/or therapies to be used, and devise a list of local (Michigan and/or online) resources to share with the client(s). References should be used to support these decisions.

This should be approximately 7-10 pages long (Times New Roman size 12 font, double spaced, APA style) with a minimum of 10-15 sources (including references from in-class readings).

Policy Analysis

Students will select a policy currently in place at the University of Michigan, in Washtenaw County, in Michigan, or nationally that directly impacts LGBTQIA2S+ people. They will discuss the historical background of the policy, summarize and describe the policy, and analyze the policy. The analysis portion of the paper should present intellectually rigorous and logical analysis of the policy based on documented or verifiable facts and defensible theories. Analysis should, using Karger & Stoesz's Model for Policy Analysis, discuss the historical background of the policy, summarize your problem analysis, describe and analyze the policy. Your analysis:

- Identify goals, values, ideological assumptions, or concerns motivating political interest groups and major players, and others who are impacted by this policy. Note any important conflicts between goals or values held by those various interests.
- Discuss political, economic, and administrative impacts of, concerns about and successes of the policy, with attention to effectiveness and efficiency
- Advocate policy improvements benefiting LGBTQIA2S+ and others marginalized communities served by the social work profession.
- Examine any unintended consequences as well as previous attempts to address the problem are

critical components of recommendations.

- Offer recommendations that are consistent with the goals, values, and ethics promoted by the social work profession. These may include retaining the policy, changing the policy and/or eliminating the policy. Ensure that the recommendations are consistent with facts and analysis presented in the first part of the paper.

This should be approximately 7-10 pages long (Times New Roman size 12 font, double spaced, APA style) with a minimum of 10-15 sources (including references from in-class readings).

Organization Evaluation

Students will examine the practices and policies of their current field placement or another amenable organization. They should look at policies and practices for both clients AND employees, including but not limited to; non-discrimination policies, family and parental leave policies, language use, insurance coverage, anti-bullying policies, types of services offered, domestic partnership policies/policies for non-married couples, continuing education, training for employees and partner organizations, etc. The evaluation should include what policies and practices are already inclusive of the LGBTQIA2S+ community, which could use some adjustment, and which are problematic. Following these assessments, students should offer suggestions for change and improvement, grounding their suggested changes in readings from class and other sources.

This should be approximately 7-10 pages long (Times New Roman size 12 font, double spaced, APA style) with a minimum of 10-15 sources (including references from in-class readings).

Grant Proposal

Prepare a 6-page (single-spaced) proposal (including all figures and tables but excluding one page for Specific Aims and an appendix for references) that addresses each of the topics below. Your proposal should be realistic and should propose only what can actually be done. Ergo, please make sure that your proposal has feasibility based on existing knowledge/literature.

Include the following sections and adhere to the suggested page limits:

Specific Aims (1 page)– bullet form, two in study

- Specify the aims of your study
- Specify any hypotheses

Background/Significance (1-2 pages)

- Describe the need or problem area in national terms by using incidence, prevalence, or other primary data. That is, make the case that you will address a problem of national significance.
- Develop and describe a conceptual framework or model (include a graphic image that specifies malleable mediators)

- Use research literature to support each construct in the conceptual framework. Describe four to six relevant studies that contribute to or support your framework.

Innovation (.5 page)

- Describe novel methods; explain refinements over existing practices

Approach (2.5-3.5 pages)

- Describe the design, including participants, recruitment and sampling procedures, assignment mechanism, measures, data collection strategy, and data analysis plan. Be sure to address such issues as reliability and validity of measures, expected attrition of sample, and mechanisms for insuring treatment fidelity plus fidelity assessment. “differences in mean scores between subjects in treatment and control groups”
- Describe your intervention and indicate that a 5 - 10 page treatment manual is appended (final submission only).

References (1-2 pages – not included in 6-page limit)

Proposal (worth 50 points of the final project’s grade):

You must submit a 2-page proposal of your final project (with 3-6 references). This proposal must address which format you will use for your final project and how it will address course concepts and theories, as well as how it connects to your own research/practice agenda.

Final Product (worth 250 points of the final project’s grade):

Criteria	Exemplary Performance	Points (200 max)
Proposal	Proposal meets the outline content specified in above. It is clear, well cited, reads smoothly, and is feasible for a final project within the timeline of this course.	50
Introduction of the issue/topic/policy	The introduction/background/specific aims helps the reader/reviewer to understand the topic at hand without feeling overwhelming or like an annotated bibliography. Information is well sourced, and is accessible to a wide audience.	50
Body of the paper	The information here is new (compared to the introduction), innovative, and addresses how this issue is connected to a diverse understand of some facets of the LGBTQIA2S+ communities, and how this policy/organization/intervention impacts or could impact the individuals. Topic areas are well flushed out, and flow from one to another with clear connection.	50
Clarity and Presentation	Paper consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames first-person perspective in the text. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1” margins), and written in full sentences, reaching minimum page length. There are virtually no spelling or grammatical errors.	50
Wrap Up	Succinctly summarize the main points of the discussion. Give the readers something to think about after they have finished. Should be concise, engaging, and leaves the reader feeling as though they have learned new information that moves the field forward.	50
Presentation	Individual presented a clear presentation that was well-organized and easy to follow. Presenter responded to questions from classmates and instructor well.	50
Total		250

Course Grades

The University of Michigan, School of Social Work, Master’s Program grades on a 9.0 grading

scale, which translates to the following:

A+ 9.0	B+ 6.0	C+ 3.0	D 0.0
A 8.0	B 5.0	C 2.0	E 0.0
A- 7.0	B- 4.0	C- 1.0	

Letter grades from A through E are given for class performance. A grades are given for ***exceptional individual performance and mastery of the material***. The use of A+, A, and A- distinguishes the degree of superiority. B grades are given to students who demonstrate mastery of the material. B+ is used for students who perform just above the mastery level but not in an exceptional manner. B- is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C- is the lowest grade that carries credit. “D” grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit.

Grading Scale (by percentage)

97-100 = A+
93-96.9 = A
90-92.9 = A-
87-89.9 = B+
83-86.9 = B
80-82.9 = B-
77-79.9 = C+
73-76.9 = C
70-72.9 = C-
67-69.9 = D+
63-66.9 = D
60-62.9 = D-

Grade Contestation

As a program, we strongly discourage grade grubbing *of any kind regarding your papers. Grade grubbing is defined as begging, pleading, arguing, bribing, crying, or in any way asking for a higher grade. Instead, we encourage you to discuss why you lost points and what you can do to improve for the future.*

If, however, you feel strongly that you have a valid dispute about a grade on an assignment, you should submit a statement in writing *explaining the mistake you think has been made and what alternate grade you suggest. Make an appointment with me (your professor) to discuss the grade in person.* Note that re-reading an assignment submission can result in either a lower or a higher grade and that *this grade will be final.*

Mental Health

University of Michigan is committed to advancing the mental health and wellbeing of its students. Health and wellness encompasses situations or circumstances that may impede your success within the program. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North

and Central Campus, including our CAPS impeded counselor here in the SSW. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources . For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/> .

Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact 734-764-7793 for up-to-date school closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom. If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADacompliance@umich.edu. For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>. Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/> .

Dependent Care Resources

For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (<http://www.studentswithchildren.umich.edu>). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (<http://www.hr.umich.edu/worklife/>) and the UM Child Care gateway (<http://www.hr.umich.edu/childcare/>). You are welcome to bring your children to class as needed; I just ask that you do your best to help keep them settled and from disturbing other students' learning processes. Social justice means including families.

Religious Observances

Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

Student Code of Academic and Professional Conduct

All students should be familiar with the Student Code for Academic and Professional Conduct which holds our students to the highest standards of academic and professional conduct. Unacceptable academic behavior refers to actions or behaviors that are contrary to maintaining the highest standards in course work and includes such actions as cheating, plagiarism, falsification of data, aiding and abetting dishonesty and impairment. Any suspected situations of academic misconduct will be discussed with the student and then reported to the Associate Dean for Academic Programs, Mary Ruffalo.

Campus Commitment and "Expect Respect" campaign

A respectful, supportive, and welcoming environment is necessary for student learning. The University of Michigan has developed the Campus Commitment within the Expect Respect initiative as a University wide educational program that "provides clear definitions of discrimination and harassment prohibited by University policy, as well as contact information for University resources and ways to report concerns. Its goal is to contribute to an environment of civility and respect in which all members of the University community can work and learn." For more information on this program please read <http://hr.umich.edu/oie/cc/index.html>. Please contact me if you have any concerns about these issues as they relate to our class or your experience at the UM in general.