



Course title:	Sexuality and Social Work		
Course #/term:	SW713, Fall 2019		
Time and place:	Mondays 6pm-9pm, [Room #]		
Credit hours:	3		
Prerequisites:	--		
Instructor:	Shanna K. Kattari		
Pronouns:	she/her/hers		
Contact info:	Email: skattari@umich.edu (preferred)	Phone:	
	[734.763.0074]		
	You may expect a response within 48 hours		
Office:	4706		
Office hours:	Mondays 4-5pm, Tuesdays 5-6pm, and by appointment		

1. Course Statement

a. Course description

Everyone has a sexuality, and so social workers need to be prepared to support clients and communities across a variety of sexual identities, experiences, and behaviors. This course integrates a basic introduction into the spectrum of human sexuality along with foundational pieces supporting the theory and practice of social work. By viewing many facets of sexuality from a social work perspective, students will be prepared to assume serve individuals, groups, and communities regarding various issues connected to human sexuality. We will focus definitions surrounding sexuality, the ethics of sexuality and social work, ways to integrate sexuality information into different types of social work practice, and conversations on how complex feelings around controversial topics may impact both practitioners and their clients. Much of this class will include a more in-depth view on communities often marginalized around sexuality, including LGBTQIA+ individuals, older adults, people with disabilities/impairments, youth, people of color, those who have experiences sexual abuse, those who participate in kink/BDSM practices, and those who chose to be consensually non-monogamous. No previous sexuality education experience required, but an open mind and willingness to engage in the grey areas outside of binaries is strongly encouraged.

b. Course content

Students will actively explore how sexuality plays out within social work, using a micro/mezzo/macro approach. The dimensions of sexuality cross multiple other identities and factors such as age, class, color, culture, disability, ethnicity, gender, race, religion, and more. In this course, students will learn the basics of human sexuality

across various contexts, grapple with “taking sides” and difficult subject matter, and more, through interactive classroom activities and much self-reflection in assignments. This course also studies how sexuality is connected within organizations, institutions, and society, and how mechanisms of oppression and privilege work within a sexuality context (e.g., marginalization, exploitation, violence, cultural hegemony, and powerlessness).

c. Course objectives and competencies

Students will identify their own values, attitudes, and biases around a variety of sexuality identities and experiences through interactive solo and group activities, and a self-reflective response free-write.

Students will explore ways in which sexuality topics might be integrated into their current and future social work practice by creating a Sexuality and Social Work Strategic Plan, containing ideas and goals for their own ongoing education and practice.

Students will discuss ways that they can ethically support clients and communities around even (especially) when they have differing views/understanding or come from different identity groups. There will be a focus on the lack of sexuality education, therapy, and support for BIPOC across the board.

d. 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, 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.

e. Curricular themes

The entirety of this course is PODS focused; who gets access to culturally responsive sex education, sexual health care, and sex therapy, and who doesn't? What are the roles of social workers in engaging these disparities and helping to shift realities about sexuality. This includes an anti-oppressive focus, and a deeper dive into the lack of BIPOC representation in sexuality practice, literatures, and professionals. We will also connect all of our learning to social work skills, such as mirroring, policy advocacy, communication, etc.

2. Class Requirements

a. Text and class materials

This class does require two physical texts (electronic copies are acceptable):

brown. a.m. (2019). *Pleasure Activism: The Politics of Feeling Good*. AK Press.

Harrington, L., & Williams, M. (2012). *Playing Well with Others: Your Field Guide to Discovering, Navigating and Exploring the Kink, Leather and BDSM Communities*. SCB Distributors.

All other readings, media, and handouts from recent social science/medical journals and pertinent news articles and/or social media publications, blogs, short videos, and other sources will distributed to students via Canvas. This course will also include supplemental videos and social media use to enhance and support your learning experience. All items are posted in advance.

b. Class schedule

Session	Topics Covered	NOTES	Readings – To be read prior to class
1 Sept 9 th	<ul style="list-style-type: none"> • Overview of syllabus • Group Norms • Language 		Syllabus
2 Sept 10 th	<ul style="list-style-type: none"> • Intro to Sexuality and Social Work 		<p>Areskoug-Josefsson, K., Rolander, B., & Bülow, P. (2019). Swedish Social Work Students' Attitudes Toward Addressing Sexual Health Issues in Their Future Profession. <i>Sexuality and Disability</i>, 37(2), 161-173. DOI: 10.1007/s11195-019-09563-w</p> <p>Dodd, S. J., & Tolman, D. (2017). Reviving a positive discourse on sexuality within social work. <i>Social work</i>, 62(3), 227-234. DOI: 10.1093/sw/swx016</p> <p>Lee, S., Fenge, L. A., & Collins, B. (2018). Promoting sexual well-being in social work education and practice. <i>Social Work Education</i>, 37(3), 315-327. DOI: 10.1080/02615479.2017.1401602</p>

			<p>McCave, E., Shepard, B., & Winter, V. R. (2014). Human sexuality as a critical subfield in social work. <i>Advances in Social Work, 15</i>(2), 409-427.</p> <p>Russell, E. B. & Viggianti, P. A. (2018). Understanding Differences and Differences and Definitions: From Oppression to Sexual Health and Practice. In Dentato, M. P. (Ed) <i>Social Work Practice with the LGBTQ Community: The Intersection History, Health, Mental Health, and Policy Factors</i>. New York, NY: Oxford University Press.</p>
3 Sept 23 rd	<ul style="list-style-type: none"> • Sex Education • Sexual Health 	Sexuality Self Story DUE	<p>Blank, H. (2011). <i>Big big love, revised: A sex and relationships guide for people of size (and those who love them)</i>. Celestial Arts. Chapter 2</p> <p>Russell, E. (2018). Reflections on Teaching Sexual Health in Social Work. <i>Reflections: Narratives of Professional Helping, 24</i>(4), 90-96.</p> <p>Schaafsma, D., Kok, G., Stoffelen, J. M. T., & Curfs, L. M. G. (2017). People with intellectual disabilities talk about sexuality: implications for the development of sex education. <i>Sexuality and disability, 35</i>(1), 21-38.</p> <p>SIECUS. (2018). On our side: Public support for sex education.</p> <p>Winter, V. R., O'Neill, E., Begun, S., Kattari, S. K., & McKay, K. (2016). MSW student perceptions of sexual health as relevant to the profession: Do social work educational experiences matter?. <i>Social work in health care, 55</i>(8), 614-634.</p>
4 Sept 30 th	<ul style="list-style-type: none"> • Sex Therapy 		<p>Althof, S. E., Rosen, R. C., Perelman, M. A., & Rubio-Aurioles, E. (2013). Standard operating procedures for taking a sexual history. <i>The journal of sexual medicine, 10</i>(1), 26-35.</p>

			<p>Bloomquist, K., & Sprankle, E. (2019). Sex worker affirmative therapy: conceptualization and case study. <i>Sexual and Relationship Therapy</i>, 1-17.</p> <p>Iasenza, S. (2010). What is queer about sex?: Expanding sexual frames in theory and practice. <i>Family process</i>, 49(3), 291-308.</p> <p>Rutter, P. A. (2012). Sex therapy with gay male couples using affirmative therapy. <i>Sexual and Relationship Therapy</i>, 27(1), 35-45.</p>
5 Oct 7 th	<ul style="list-style-type: none"> • Sex Work • Pornography 	<p>Guest Speaker Sera Miles</p>	<p>Chapters from Coming Out Like A Porn Star: 1) How to Come Out Like a Porn Star: An Introduction (by Jiz Lee) 2) Coming Out About Porn From Inside Oppression (by Ignacio G. Rivera aka Papi Coxxx) 3) Reveal All, Fear Nothing: Raising a Feminist (by Madison Young)</p> <p>Panichelli, M., Wahab, S., & Saunders, P. (2015). Queering whiteness: unpacking privilege within the US sex worker rights movement. In <i>Queer Sex Work</i> (pp. 258-268). Routledge.</p> <p>Sankofa, J. (n.d.). From margin to center: Social work decriminalization is a racial justice issue. Retrieved from https://www.amnestyusa.org/from-margin-to-center-sex-work-decriminalization-is-a-racial-justice-issue/</p> <p>SWOP. (n.d.). A guide to choosing a sex worker-affirmative therapist.</p> <p>TedTalk: The Laws that Sex Workers Really Want https://www.ted.com/talks/juno_mac_the_laws_that_sex_workers_really_want?language=en</p>
6 Oct 14 th	NO CLASS – FALL BREAK	--	NO CLASS – FALL BREAK
7 Oct 21 st	<ul style="list-style-type: none"> • Disability • Aging 	<p>Interview with Sexuality Social Worker DUE</p>	<p>Ballan, M.S. (2008). Disability and Sexuality within Social Work Education in the USA and Canada: The Social Model of Disability as a Lens for</p>

			<p>Practice, <i>Social Work Education</i>, 27(2), 194-202, DOI: 10.1080/02615470701709675'</p> <p>Fabbre, V. (2016). Queer aging: implications for social work practice with lesbian, gay, bisexual, transgender, and queer older adults. <i>Social work</i>, 62(1), 73-76.</p> <p>Price, J. (2011). <i>Naked at our age: Talking out loud about senior sex</i>. Seal Press. Chapters 15 and 20.</p> <p>Rainbow Rehabilitation Centers. (2010). Disability and Barriers to Sexual Expression. https://www.rainbowrehab.com/RainbowVisions/article_downloads/articles/art-sp10-clinical_sexexp.pdf</p> <p>Silverberg, C., & Kaufman, M. (2016). <i>The ultimate guide to sex and disability: For all of us who live with disabilities, chronic pain, and illness</i>. Cleis Press. Chapter 6</p> <p>Listen to one Disability After Dark Podcast Episode (of your choice): http://www.andrewgurza.com/podcast</p>
8 Oct 28 th	<ul style="list-style-type: none"> • Kink and BDSM • Fetishes 	Journal #1 DUE	<p>Harrington, L., & Williams, M. (2012). <i>Playing Well with Others: Your Field Guide to Discovering, Navigating and Exploring the Kink, Leather and BDSM Communities</i>. SCB Distributors. Chapters 1-5 and App I and II</p> <p>Lindemann, D. (2011). BDSM as therapy?. <i>Sexualities</i>, 14(2), 151-172.</p> <p>Williams, D. J. (2013). Social work, BDSM and vampires: Toward understanding and empowering people with non-traditional identities. <i>Canadian Social Work</i>, 15(1), 10-24.</p>
9 Nov 4 th	<ul style="list-style-type: none"> • Non-Monogamy, Relationship Anarchy, and Polyamory 		<p>Harrington, L., & Williams, M. (2012). <i>Playing Well with Others: Your Field Guide to Discovering, Navigating and Exploring the Kink, Leather and BDSM Communities</i>. SCB Distributors. Chapters 6-11.</p>

			<p>Henrich, R., & Trawinski, C. (2016). Social and therapeutic challenges facing polyamorous clients. <i>Sexual and Relationship Therapy, 31</i>(3), 376-390.</p> <p>Listen to a Polyamory Weekly Podcast (of your choice). http://polyweekly.com/category/podcast/</p>
<p>10 Nov 11th</p>	<ul style="list-style-type: none"> • Sexual Trauma • Sexual Coercion • IPV 		<p>Bryant-Davis, T., Chung, H., & Tillman, S. (2009). From the margins to the center: Ethnic minority women and the mental health effects of sexual assault. <i>Trauma, Violence, & Abuse, 10</i>(4), 330-357.</p> <p>Edleson, J. L., Lindhorst, T., & Kanuha, V. K. (2015). <i>Ending gender-based violence: A grand challenge for social work</i> (No. 15). Working Paper.</p> <p>Silverberg, C., & Kaufman, M. (2016). <i>The ultimate guide to sex and disability: For all of us who live with disabilities, chronic pain, and illness</i>. Cleis Press. Chapter 13</p> <p>Yerke, A. F., & DeFeo, J. (2016). Redefining intimate partner violence beyond the binary to include transgender people. <i>Journal of family violence, 31</i>(8), 975-979.</p>
<p>11 Nov 18th</p>	<ul style="list-style-type: none"> • Reproductive Justice • Abortion 	<p>Group Presentations</p>	<p>Begun, S., Kattari, S. K., McKay, K., Ramseyer Winter, V., & O'Neill, E. (2017). Exploring US social work students' sexual attitudes and abortion viewpoints. <i>The Journal of Sex Research, 54</i>(6), 752-763. doi: 10.1080/00224499.2016.1186586</p> <p>Blank, H. (2011). <i>Big big love, revised: A sex and relationships guide for people of size (and those who love them)</i>. Celestial Arts. Chapter 5</p> <p>Reproductive Justice Briefing Book: https://www.law.berkeley.edu/php-programs/courses/fileDL.php?fID=4051</p>
<p>12 Nov 25th</p>	<ul style="list-style-type: none"> • Policy 	<p>Group Presentations</p>	<p>Cameron-Lewis, V., & Allen, L. (2013). Teaching pleasure and danger in sexuality education. <i>Sex Education, 13</i>(2), 121-132.</p> <p>Cruse, K. (2014). History of Forced Sterilization and Current U.S. Abuses. Retrieved from</p>

			<p>https://www.ourbodiesourselves.org/book-excerpts/health-article/forced-sterilization/.</p> <p>Guttmacher Institute. (2019). Insurance coverage of contraceptives. https://www.guttmacher.org/state-policy/explore/insurance-coverage-contraceptives</p> <p>Guttmacher Institute. (2019). Promiscuity Propaganda: Access to Information and Services Does Not Lead to Increases in Sexual Activity. https://www.guttmacher.org/gpr/2019/06/promiscuity-propaganda-access-information-and-services-does-not-lead-increases-sexual</p> <p>SIECUS. (2019). 2019 Sex Ed State Legislative Guide.</p>
13 Dec 2 nd	Activism	Journal #2 DUE Group Presentations	brown. a.m. (2019). <i>Pleasure Activism: The Politics of Feeling Good</i> . AK Press. Sections I and II
14 Dec 9 th	<ul style="list-style-type: none"> • Debrief • Next Steps 	Group Paper DUE	brown. a.m. (2019). <i>Pleasure Activism: The Politics of Feeling Good</i> . AK Press. Sections III and IV.

c. Assignments

Participation: 20% (200 points)

Sexual Self Story: 15% (150 points)

Interview with Sexuality Social Worker: 15% (150 points)

Self-Reflexive Journals (2): 20% (200 points, 100 points each)

Group Presentation and Paper: 30% (300 points; 150 for paper and 150 for presentation)

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 the professor your assignment directly. If you do not contact the professor to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late.

Participation – 20%

DUE – December 9th, 11:59pm

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, providing accurate and respectful feedback to others, 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. Class contributions should focus on relevant course concepts and professional practice experiences. Monopolizing space or contributing off topic is not considered participation. Participation can and should be done both in the classroom and on the discussion boards online. Simply attending class alone is not enough for a successful participation grade. Online, students should post a minimum of five (5) posts, approximately 150-200 words, on Canvas with their thoughts/reactions to readings, class assignments, the news, posts on social media, etc., and respond to at least ten (10) posts throughout the semester. Responses should be thoughtful and not just “I agree” or “thank you for posting.” These should not all be the final week of the class. Please turn in a list at the end of the semester with the title and date of each initial post written, and the date of each response (and title of the post responded to).

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

*Modified from Eberly Center for Teaching Excellence

Sexual Self Story – 15%

DUE – September 23rd 6pm

The purpose of this project is for students to explore their own values, experiences, and biases and to better understand how their knowledge, attitudes and beliefs around sexuality influence who they are, how they see the world, and how they might engage clients as social workers.

Papers must be evident of both thoroughness and thoughtfulness. Students are expected to put time and effort into this assignment. Submissions that are not reflective of considerable time and effort will not receive any credit. It is important that students answer the prompts honestly. I am the only one who will be reading/watching this assignment.

This is an opportunity for students to consider what their answers reveal about who they are and how this shapes them as a person and a future social worker or educator.

Do not read or write the text of the questions in your paper. I know the questions and will have a copy of them when I am reviewing your submission. Instead, use the limited time you have to focus on your answers. I also want to encourage you to focus on salient experiences that cut across multiple questions/aspects of your knowledge, attitudes and beliefs around sexuality, and avoid answering each question one by one. There are simply too many questions and many of them overlap. Try to make this paper more comprehensive.

A strong paper will focus on key experiences in your life that shaped your knowledge, attitudes and beliefs about different aspects of sexuality; both yours and others'. For example, you could first discuss messages you received in your family about sexuality, gender, sexual orientation, etc. and then move to important experiences you had in the community that taught you what behaviors were appropriate and desirable.

You don't have to do it exactly this way, but it will be more manageable than answering each question individually given the space requirements. What is most important is that you take time to really think about the questions, reflect on your life experiences, and synthesize them together to communicate how you developed your sexuality worldview.

The depth of your effort and self-reflection for this assignment will determine the depth of your learning. Feel free to integrate in discussions, panels, videos, and other portions of our class that may have been relevant for you.

1. Introduce yourself. Write ~1 page about who you are; where you are from, where you grew up, etc. Consider how you might introduce yourself to a new roommate. What are the important things you think they need to know about who you are and the identities you hold?
2. WHAT are the messages you have been given around sexuality? This might include topics of when someone should have sex, who they should have sex with, what gender is (or is not), who people should love, access to sexual health care, access to abortion, kink, non-monogamy, sex work, sexuality as

intersecting with other identities (race, disability, religion, etc.), and so on. WHERE did these messages come from (family, friends, peers, teachers, ads, media, etc.)? How did you FEEL about those messages when you got them? How do you FEEL about those messages now?

3. What do you think you KNOW about diverse sexuality related identities, behaviors, and concepts (using above definition of all the things that are under this term)? How do you FEEL about diverse sexuality related identities, behaviors, and concepts (using above definition of all the things that are under this term)? What areas do you BELIEVE you are well situated in? Which areas do you need more knowledge or time to marinate?
4. HOW have your own experiences impacted your own worldview of sexuality. You can share as much (or as little) personal info as you want. For example, exploring your own gender may have impacted how you view gender diverse communities, or choosing to have sex outside of marriage might have changed your thoughts about waiting for marriage. You do not have to detail the experience if you do not want, but please share how your OWN experiences have shifted or solidified your sexuality worldview.
5. WHICH areas of sexuality do you think will be most complicated for you to engage as a social work? WHY? And HOW will you ensure you are doing the best you can for your clients, even when (and especially when) their beliefs, behaviors, identities, choices, or attitudes differ than your own? How will the NASW Code of Ethics help to guide you around this?
6. Read your answers to the questions above. Ask yourself: *What have I NOT said? Why not? What things did I not explain because I believed the reader shared my common experience? Or because I felt it was not relevant to my social work practice?* Upon reflection, identify steps you may take to integrate social justice, self-determination, and other relevant social work values and ethics into potential sexuality practice as a social worker. Also consider areas where you can work on growth throughout this program and your career, and how you will continue to develop knowledge. This should be discussed at the micro, mezzo, and macro level.

Expected Length: Papers should be 6-10 pages (Times New Roman 12, double spaced, 1" margins) and in APA format. No citations are needed – this should be 100% based on reflection of your own identities and experiences in moving through the world.

Criteria	Exemplary Performance	Points (150 each)
Authenticity	Paper/video represents the author's ideas, thoughts, or conclusions accurately, fairly, and eloquently. It is authentic to the author and their own experiences, and not regurgitating thoughts already shared in the class or	100

	from others. It shows willingness to be self-reflexive and vulnerable. It moves beyond simply recitation of facts and identities.	
Clarity and Presentation	Paper/video 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
Total		150

*Modified from Eberly Center for Teaching Excellence

Self-Reflexive Journals (2) – 20% (10% each)

DUE – October 28th and Dec 2nd at 6pm

You will write 2-4 page long journal entries TWO TIMES 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 identity groups, individuals, and potential clients, as well as different frameworks, 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 (100 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.	40
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.	40

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.	20
---------------------------------	--	-----------

*Modified from Eberly Center for Teaching Excellence

Interview with Sexuality Focused Social Worker – 15%

DUE – October 21st at 6pm

For this assignment, I am asking you to interview a current social work (MSW and/or PhD in social work) who has done work in the sexuality field. This includes therapists, political folks, researchers, educators, and others. I have cultivated a list of those willing to talk to you/be interviewed, although you are also welcome to reach out to others if you would prefer. This assignment **MUST** be completed by its due date, no extensions given, so please do not wait until the last minute on this. The folks on my list will expect to hear from you during this class, or in the few days following.

Please conduct an interview with your person. It will ideally be done real time (phone, in person, Skype, FaceTime, Zoom, etc.), but can be done by email if needs be. Create a list of questions you will ask them (noting that you should also be practicing your general interviewing skills by asking probing questions based on their answers to your initial more general questions. You can ask them things about how they chose social work, how they ended up where they are, successes, challenges, if they would do it again, advice, etc. Please be respectful of their time and keep the interview portion at 10-15 minutes unless they offer to extend it.

Then, I'd like you to write up your experience, and how it connects to your current and future practice. Start with one paragraph about who you interviewed, why you chose them, and a few sentences about their social work practice. What was surprising? What was as expected? What did you learn? How has this changed your ideas about sexuality and social work (if at all)? Is there anything you can take and add to your practice or your plan about educating yourself?

Expectations: The ideal paper will be approximately two (2) pages, Times New Roman or Arial, 12-point font, double spaced, 1" margins, and offer a self-reflexive look at your own practice based on your interview and what your professional said. **MAKE SURE TO USE THE CORRECT NAME, PRONOUNS AND TITLE** of the person you interviewed.

Criteria	Exemplary Performance	Points (150 each)
Authenticity	Accompanying paper represents the author's ideas, thoughts, or conclusions accurately, fairly, and eloquently. It is authentic to the author and their own experiences, and not regurgitating thoughts already shared in the class or from others. It shows willingness to be self-reflexive and to connect knowledge from the community with their own current and future practice.	100
Clarity and Presentation	Accompanying 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. Interviewees pronouns are correctly used.	50
Total		150

*Modified from Eberly Center for Teaching Excellence

Group Presentation and Paper– 30%

DUE – Presentation will be Nov 18th, 25th, or Dec 2nd, Papers due Dec 9th at 11:59pm

This assignment has students choose one of a provided list of sexuality issues/topics, and immerse themselves in learning about this issues and how it is connected to social work and social justice at the micro, mezzo, and macro levels. I will create learning groups comprised of 4-5 students per group. Each group will have to decide on the group upon which they will focus. Some classroom time will be given for groups to work on these projects, and the assumption is that additional time outside of class (individually or as a group) will be spent to complete these projects.

Groups should familiarize themselves with the current and previous literature (peer-review and grey literature), particularly where research may be useful to social work. Specific attention should be paid to how this issue or topic is a social justice issues; discussion of isms, access, human rights, and ethics, should be centered as part of this conversation.

Groups will create a presentation for the class that covers three areas: 1) An introduction to the topic area, the multiple viewpoints or “sides” of the issues; 2) Why this is a social justice issue/topic; and 3) how the issues is connected to social work at all three levels (micro/mezzo/macro), and any ethical issues involved.

Presentations may not be longer then 45 minutes. There should be a visual component (poster, Powerpoint, Prezi, etc.), and all images should include a description for

accessibility. The last screen of the presentation will include a reference list of the articles and references used.

Upon completing this assignment, students should have a better understanding of the ways in which our perceptions about historically underrepresented and marginalized groups are shaped and the ways that these perceptions maintain social power for some people at the exclusion of others, as well as ideas on how to engage with communities and clients to better support them.

As the groups are assigned, the learning groups should divide up who will do which part of each presentation. After the presentation, each member of each group will rate themselves and other group members based on how much effort each person contributed to the project, so that if one group member winds up completing the majority of the project, they will be recognized for shouldering more of the responsibility.

Groups should also write a paper that includes an introduction and review of the literature of this topic (3-4 pages), a brief analysis of this issue at the micro/mezzo/marco levels and how it relates to social work (2-3 pages), and a call to action to the field of social work (1-2 pages). Paper should have a minimum of 10-12 peer-review and grey literature sources. Paper should be written in double space, Times New Roman or Arial 12 point font, 1" margins, using APA for formatting and citations.

Presentation:

Criteria	Exemplary Performance	Points
Teamwork:	Team worked well together, and each member contributed in a valuable way to the project. Presentation reflected a high level of mutual respect and collaboration. <ul style="list-style-type: none"> • Team Member Input (15 points) • Instructor Assessment (15 points) 	50
Subject Knowledge & Contribution	Team met all requirements and objectives, and demonstrated mastery of the course material assigned. The group facilitated lively discussion that showed preparation, critical thinking, and depth of the topic(s).	50
Clarity and Presentation	Team presented a clear presentation that was well-organized and easy to follow. Team responded to questions from classmates and instructor well.	50

*Eberly Center for Teaching Excellence

Criteria	Exemplary Performance	Points
Introduction	Introduction of the topic at head. Explain what the issue is and why people should pay attention.	30

Review of the literature	Make this topic real and relevant to your audience. Frame the issue with statistics or evidence of the pressing need/problem. Set up a premise for why analyzing this topic will be fresh or novel from your perspective. Give historical or current context as needed (operate as if the audience is not at all familiar with the topic).	35
Assessment of the issue at Micro/Mezzo/Macro levels	Give a clear rationale for why this topic is relevant to social work at each of these levels, including examples and research to support your case. Make a strong case around the social justice components of this topic or issue.	35
Call to Action	Consider and discuss the role of social work as a field/profession and any relevant implications for practice and policy (at micro, mezzo and/or macro levels). Explain what you feel the field should be doing better around this topic	30
Formatting/APA/References	Appropriate formatting and APA use around references and entire paper.	20
Total		150

d. Grading

Here is a link to the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

Any late assignment will lose 3 points for each day it is late unless arrangements are made with the professor 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 to 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. PLEASE ask for an extension BEFORE the assignment is due.

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-

e. Other Policies

Laptop Policy

Laptops 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, dis/ability 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.

University Design for Learning

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. We do not have a mandated attendance policy; I do ask that you give me a heads up if you will not be attending a session so that I can plan for groups and in-class activities, but participants are not directly connected to missing class. However, not attending several class sessions makes it difficult to participate, and so there may be an impact on a participation grade if the individual does not engage with their peers in other ways.

Parenting/Children

I recognize that many of the students in this class may be parents and/or caretakers for children. While this class is not designed to act as a space for child care, I understand that life happens and do not want you to have to choose between parenting/caretaking and learning. If your child care fall through or cancels, you are welcome to bring your child(ren) to class as needed on occasion, as long as they are able to sit quietly in the corner or the hall. I'd ask that if they are crying, you move out with them into the hall. Please recognize that some members of our community are immuno-compromised, and so I asked that you not bring children if they are sick. Additionally, topics covered in class may be more mature in content; please assess this when deciding whether or not to include headphones when you set them up prior to class.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*