



Course title:	SW 707: Interpersonal Practice with LGBT+ Clients	
Course #/term:	SW 707, Winter 2020	
Time and place:	Tuesdays, 6-9pm, [Room #1636]	
Credit hours:	3	
Instructor:	Dr. Shanna Katz Kattari	
Pronouns:	She/her/hers or name as pronoun	
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	You may expect a response within approximately 48 hours	
Office:	4706	
Office hours:	Tuesdays, 4-5pm and by appointment	

1. Course Statement

a. 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.

b. 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.

c. Curricular themes

These 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.

d. Relationship to social work 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.

e. Intensive focus on PODS

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.

2. Class Requirements

a. Text and class materials

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.

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings/watchings.

b. Class schedule

Changes in the course schedule due to weather/illness will be given as far in advance as possible; alerts will come over email and changes will be posted to canvas; etc.

Date/Time	Agenda	Required Readings & Assignments
Week 1 January 14	<ul style="list-style-type: none"> • Overview of Class • Review syllabus • Basic Definitions/History • Basic Definitions • History • Basic Constructs 	Syllabus Chapter 1. A History of Community: Marching Towards LGBTQ Equality (Balestrery) Chapter 2. Understanding Differences and Definitions: From Oppression to Sexual Health and Practice (Russell and Viggiani) 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. 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.
Week 2 January 21	<ul style="list-style-type: none"> • Identities • Coming Out • Affirming Practice 	Chapter 4. Identity Development (Arguello)

Date/Time	Agenda	Required Readings & Assignments
		<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>
<p>Week 3 January 28</p>	<ul style="list-style-type: none"> • Policy • Civil Rights 	<p>Chapter 3. Advancing Social and Economic Justice (Havig, Natale, McLeod, and Gandy-Guedes)</p> <p>Chapter 9. Employment, Stress, and Strengths Perspective (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> <p>Assignment DUE: Article Critique</p>
<p>Week 4 February 4</p>	<p>LGB Practice</p>	<p>Chapter 13. Practice with the Lesbian Community: A Roadmap to Effective Micro, Mezzo and Macro Interventions (Mallinger)</p>

Date/Time	Agenda	Required Readings & Assignments
		<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>
<p>Week 5 February 11</p>	<ul style="list-style-type: none"> • Q/T Practice • Nonbinary identities 	<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).</p>

Date/Time	Agenda	Required Readings & Assignments
		<p><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> <p>Assignment DUE: Literature Review</p>
<p>Week 6 February 18</p>	<ul style="list-style-type: none"> • IPV • Relationships • Substance Use • Sex Therapy 	<p>Chapter 8. Dating, Relationships and Family Issues (Dentato, Arguello, and Smith)</p> <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</p>

Date/Time	Agenda	Required Readings & Assignments
		diverse sexual populations. <i>Sexual and Relationship Therapy</i> , 32(1), 2-21.
Week 7 February 25	<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. <i>The Feminist Wire</i>. Retrieved from http://janayakhan.com/2015/11/19/black-trans-women-to-the-front/</p> <p>Assignment DUE: Self Reflection #1</p>
March 2	SPRING BREAK	NO CLASS

Date/Time	Agenda	Required Readings & Assignments
<p>Week 8 March 10</p>	<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 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>
<p>Week 9 March 17</p>	<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>

Date/Time	Agenda	Required Readings & Assignments
		<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>
Week 10 March 24	<ul style="list-style-type: none"> • NO CLASS – WORK ON FINAL PROJECT 	I will be available by appt to chat about projects if helpful for you!
Week 11 March 31	<ul style="list-style-type: none"> • Health • Mental Health • Pornography • Sex Work 	<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</p>

Date/Time	Agenda	Required Readings & Assignments
		<p>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.) <i>Coming Out Like a Porn Star</i>. 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>
<p>Week 12 April 7</p>	<ul style="list-style-type: none"> • Presentations and Noshing (Day 1) 	<p>Be prepared to present on your final projects and receive feedback from your peers.</p> <p>Assignment Due: Reflection Paper #2</p>
<p>Week 13 April 14</p>	<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>
<p>Week 14 April 21</p>	<ul style="list-style-type: none"> • Debrief • Letters to self 	<p>Assignment DUE: Final Project April 23th at 11:59pm</p>

Date/Time	Agenda	Required Readings & Assignments

c. Assignments

Assignment	Due date	Percent of overall grade
Participation		10
Self Reflections (2)	February 25, 6pm AND April 7, 6pm	10
Article Critique	January 28, 6pm	10
Literature Review	February 12, 6pm	20
Teach Back	April 21 st , 6pm	15
Final Project	April 23, 11:59pm	30

Participation – 15 points from in class/online,

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
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.	3
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.	4
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.	4
Total		10

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Self Reflections (2) – 10 points, 5 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
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.	2
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.	2
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.	1
Total		5

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Article Critique – 10 points

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 2 - 4 pages (Times New Roman 12, double spaced, 1" margins) and in APA format.

Criteria	Exemplary Performance	Points
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.	4
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.	4
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.	2
Total		10

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Literature Review – 20 points

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
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.	8
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.	8
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.	4
Total		20

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Teachback/Facilitation – 15 points

DUE – Depends on date of sign up

Over the course, each member of the seminar will be responsible for preparing and leading 30-45 minutes of a class session discussion for one class period- we will sign up the first week or two of class. 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 for that week. 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 be sufficiently brief and focused to help you fulfill the scope of your aims. 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, skill shares, use of media, discussion groups, etc., are highly encouraged. Think about how you like to learn, and try to provide that experience to your peers

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.

There is an option for students to get together into groups of two to three (and will get a longer period of time) if they'd prefer to present in dyads or small groups.

Criteria	Exemplary Performance	Points
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. Everything was accessible to all learners. Learners left the presentation with new and accurate information.	6
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.	3
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. 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.	6
Total		15

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Final Project – 30 points

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 (or another model with approval), 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 LGBTIQIA2S+ 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 LGBTIQIA2S+ 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.

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

Criteria	Exemplary Performance	Points
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.	5
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.	8
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.	7
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.	5

Presentation	Individual presented a clear presentation that was well-organized and easy to follow. Presenter responded to questions from classmates and instructor well.	5
Total		30

d. Grading

References; 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](#).

In the spirit of a professional development experience that encourages you to stretch and grow, grading will be mainly on a credit/no credit basis for each assignment. If you make a strong and timely effort on each assignment, you will do well in this class in terms of grading. I will give feedback on each assignment that focuses on improving your knowledge and skills. If you complete the assignment at an acceptable graduate level, you will get the points allotted for that assignment. Students can lose points by not doing acceptable work and not participating at an acceptable level. I will give you specific feedback about what needs to be improved to make an assignment acceptable.

- Points for all assignments total to 95. Remaining 5 points reserved for exceptional performance. I will occasionally award a bonus point for assignments that are exceptionally well-done and for exceptional class participation and contributions.
- You will lose 1 point for the 1st assignment that I judge as not meeting expectations. You may then resubmit the assignment in acceptable form for credit. If not resubmitted with revisions, you will get no credit for the assignment. You will lose 2 points for the 2nd unacceptable assignment, and 3 points for the 3rd unacceptable assignment, and so on.
- You will lose 1 point for a late assignment. An additional point reduction will be made when an assignment is more than one week but less than two weeks late. Longer than that, no credit will be earned for the assignment. NOTE: Final assignments will NOT be accepted as late and you will lose points for the entire assignment if late.
- You get one completely free missed class (no advance notice needed). After this one freebie, you can be excused from a class if you contact me in advance (this includes if you are unable to attend due to illness/injury/mental health/transportation/child care). You will lose 1 point for a missed class, if you have not contacted me. Upon the 3rd uncommunicated absence, there will be 5-point deduction for each absence. But in no case can you miss more than three class sessions without point deductions. You will need to do make-up work for the missed class regardless of the reason.
- Unauthorized use of phones or laptops deduction of 1 point per occurrence.
- I do not plan to enact this unless it becomes an issue, but I reserve the ability to assess points if chronic lateness impacts our class; being late to class or back from a break, lose 1 point for each two occurrences.

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of professional social work practice as well as your writing and communication skills. ***If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!*** If I help you deepen your understanding of something, that is helpful for me to know too.

[Adapted from Dr. Richard Tolman]

Occasionally, unforeseen circumstances arise (e.g., illness, mental health, personal, or family related) 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 that takes place MORE than 24 hours before an assignment is due will likely be granted, usually for no longer than one week past the original due date. PLEASE ask for an extension in lieu of not turning in an assignment. One caveat; due to scheduling around turning in grades, NO EXTENSIONS WILL BE GIVEN FOR THE FINAL ASSIGNMENT.

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.

Letter grades from A through F 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. F grades indicate failure and carry no credit.

Grading Scale:

98-100 =A+

93-97 = A

91-92= A-

89-90 =B+

87-88 =B

85-86 =B-

83-84= C+

81-82= C

80= C-

Below 80; not passing

60-62.9 = D-

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.

Laptop Policy

Laptops and other forms of technology may be used for appropriate classroom purposes only, such as taking notes, accessing readings on Canvas, doing class related research, etc. Email, Facebook, instant messaging, online shopping, surfing the Internet, etc. 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.

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.

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*