



Course title:	Social Work Practice with Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and Two-Spirit (LGBTQIA2S+) Individuals and Communities
Course #/term:	SW 614, Fall 2021
Time and place:	Thursdays, 2-5pm, [ONLINE]
Credit hours:	3
Instructor:	Dr. Shanna Katz Kattari
Pronouns:	They/them/theirs or name as pronoun
Contact info:	Email: Skattari@umich.edu Phone: 734.763.0074 You may expect a response within approximately 48 hours
Office:	Virtual
Office hours:	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

Kattari, S. K., Kinney, M. K., Kattari, L., & Walls, N. E. (2020). *Social Work and Health Care Practice with Transgender and Nonbinary Individuals and Communities: Voices for Equity, Inclusion, and Resilience*.

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
<p>Week 1 Sept 2nd</p>	<ul style="list-style-type: none"> • Overview of Class • Review syllabus • Basic Definitions/History • Basic Definitions • History • Basic Constructs 	<p>Syllabus</p> <p>A History of Community: Marching Towards LGBTQ Equality (Balestrery) Chapter 1 in Dentato, M. P. (Ed.). (2017). <i>Social Work Practice with the LGBTQ Community: The Intersection of History, Health, Mental Health, and Policy Factors</i>. New York, NY: Oxford University Press.</p> <p>Kattari et al: Introduction Part 1: Introduction to Social Work and Health Care Practice with Transgender and Nonbinary Individuals and Communities (Kattari, Kinney, Kattari, & Walls) – please include reading the glossary and come with questions!</p> <p>Kattari et al: Introduction Part 2: Place, Joy and Self in Trans and Nonbinary Justice (Lewis & kime)</p> <p>National Association of Social Workers. (2015). <i>Lesbian, Gay, and</i></p>

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		<p>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> <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>Week 2 Sept 9th</p>	<ul style="list-style-type: none"> • Identities • Coming Out • Affirming Practice 	<p>The Coming Out Process (Smith, Arguello, and Dentato) Chapter 5 in Dentato, M. P. (Ed.). (2017). <i>Social Work Practice with the LGBTQ Community: The Intersection of History, Health, Mental Health, and Policy Factors</i>. New York, NY: Oxford University Press.</p> <p>Craig, S. L., & McInroy, L. (2014). You can form a part of yourself online: The influence of new media</p>

Date/Time	Agenda	Required Readings & Assignments
		<p>on identity development and coming out for LGBTQ youth. <i>Journal of Gay & Lesbian Mental Health</i>, 18(1), 95-109.</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>What does two-spirit mean? https://www.youtube.com/watch?v=A4lBibGzUnE&t=25s</p> <p>Mormon TedX Talk: https://www.youtube.com/watch?v=0MxCXjfAunk</p> <p>Kattari et al., Chapter 10: Supporting Trans and Nonbinary Youth in their Coming Out Process (Kinney & Muzzey)</p> <p>Kattari et al., Chapter 11: Supporting Trans and Nonbinary Adults in Their Coming Out Processes (Read & Logan)</p>
<p>Week 3 Sept 16th</p>	<ul style="list-style-type: none"> • Policy • Civil Rights • Organizing 	<p>A brief history of LGBTQ Civil Rights in the United States: https://guides.ll.georgetown.edu/c.php?g=592919&p=4100955 (please look through each sub-section)</p>

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		<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>Kattari et al., Chapter 18: TNB Affirming Policy: Current Landscape, Issues, and Change Practices (Bakko, Kattari, & O'Brien)</p> <p>Kattari et al. Chapter 19: Trans and Nonbinary Leadership and Civic Engagement (Arnold-Renicker, Inselman, Rivera, and Whitley).</p> <p>Adams, H. (2016). Intersectionality in Queer Activism: A Case Study.</p> <p>Watch <i>United in Anger</i></p> <p>Optional:</p> <p>Kattari et al., Chapter 20: Conducting Community-Based Participatory Research with Transgender/Nonbinary Individuals and Communities (DeChants, Grant, & Kattari)</p> <p>Kattari et al., Chapter 21: Creating Safe Spaces: Digital as an Enabling Environment for TNB People (McLean)</p>
Week 4 Sept 23 rd	Mental Health	LaSala, M. C. (2007). Old maps, new territory: Family therapy theory and

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		<p>gay and lesbian couples. <i>Journal of Gay, Lesbian, Bisexual, and Transgender Family Studies</i>, Innovations in Theory, Research, and Practice, 3(1), 1-14.</p> <p>Jackson, S. D., Mohr, J. J., Sarno, E. L., Kindahl, A. M., & Jones, I. L. (2020). Intersectional experiences, stigma-related stress, and psychological health among Black LGBTQ individuals. <i>Journal of Consulting and Clinical Psychology</i>.</p> <p>Kattari et al. Chapter 4: Affirming and Inclusive Mental Health Care for Transgender and Nonbinary Young People (Abrams, Golden, & Cohen)</p> <p>Kattari et al Chapter 5: Culturally Responsive Mental Health Care for Transgender and Nonbinary Individuals (Walls, von Merz, & Atteberry-Ash)</p> <p>Optional:</p> <p>Escobar-Viera, C. G., Whitfield, D. L., Wessel, C. B., Shensa, A., Sidani, J. E., Brown, A. L., ... & Primack, B. A. (2018). For better or for worse? A systematic review of the evidence on social media use and depression among lesbian, gay, and bisexual minorities. <i>JMIR Mental Health</i>, 5(3), e10496.</p>

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Week 5 Sept 30 th	<ul style="list-style-type: none"> • Sexuality • Relationships • Sex Therapy 	<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> <p>Crofford, M. L. (2018). Bisexual inclusive couples therapy: assessment and treatment with bisexuals in mixed orientation relationships. <i>Sexual and Relationship Therapy</i>, 33(1-2), 233-243.</p> <p>Kattari et al. Chapter 14: Sex and Relationship Therapy with Trans and Nonbinary Individuals (Vencill, Candelario-Pérez, Jack, & Rider)</p> <p>Kattari et al. Chapter 15: Trans/Nonbinary Sexualities and Prioritizing Pleasure (Withey-Rila, Pacey, Schwartz, & Alexander)</p> <p>Optional:</p> <p>Kattari et al., Chapter 3: Best Practices in Sexual and Reproductive Health Care for Transgender and Nonbinary People (Roosevelt & Ellis)</p> <p>Literature Review DUE</p>
Week 6 Oct 7 th	<ul style="list-style-type: none"> • IPV • Substance Use • Homelessness 	<p>Kattari et al. Chapter 16: Exploring Trans/Nonbinary Intimate Partner Violence: What to Know to Create</p>

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		<p>Inclusive Spaces and Services (Langenderfer-Magruder & Seeber)</p> <p>Kattari et al. Chapter 6: Substance Use and Transgender Nonbinary Populations: Towards Inclusive Prevention and Service Provision (Dolcecore, Akapnitis, Jenkins, & Klemmer)</p> <p>Kattari et al. Chapter 8: Trans/Nonbinary Individuals and Homelessness (Shelton & Pucci Garcon)</p> <p>Shelton, J., DeChants, J., Bender, K., Hsu, H. T., Maria, D. S., Petering, R., ... & Barman-Adhikari, A. (2018). Homelessness and housing experiences among LGBTQ young adults in seven US cities. <i>Cityscape</i>, 20(3), 9-34.</p> <p>The Network la Red. Open Minds, Open Doors: Transforming Domestic Violence Programs to Include LGBTQ Survivors. [SKIM]</p> <p>Optional:</p> <p>Walls, N. E., Atteberry-Ash, B., Kattari, S. K., Peitzmeier, S., Kattari, L., & Langenderfer-Magruder, L. (2019). Gender identity, sexual orientation, mental health, and bullying as predictors of partner</p>

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		<p>violence in a representative sample of youth. <i>Journal of Adolescent Health</i>, 64(1), 86-92.</p> <p>REFLECTION PAPER #1 is DUE</p>
<p>Week 7 Oct 14th</p>	<ul style="list-style-type: none"> • Youth • CWS • Activism 	<p>Kattari et al., Chapter 17: Transgender and Nonbinary Youth Empowerment (Wagaman & Kemmerer)</p> <p>Kattari et al., Chapter 22: Centering Trans/Nonbinary People of Color: Health Disparities, Resiliency, and Opportunities for Affirmative Clinical Practice (Whitfield, Jourian, & Claybren)</p> <p>Chapter 9: Working with Transgender and Nonbinary Youth in the Child Welfare System (Brandon-Friedman, Karnoski, and Hall)</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>

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		<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>Optional:</p> <p>Kattari et al., Chapter 12: Supporting Caregivers and Families of Transgender and Nonbinary Youth (Brandon-Friedman, Warden, Waletich, & Donahue)</p> <p>Kattari et al., Chapter 13: Trans and Nonbinary Parenting (Hafford-Letchfield, Cocker, Manning, & McCormack)</p>
<p>Week 8 Oct 21st</p>	<ul style="list-style-type: none"> Other Multiply Marginalized Groups 	<p>Hirschmann, N. J. (2013). Queer/fear: disability, sexuality, and the other. <i>Journal of Medical Humanities</i>, 34(2), 139-147.</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>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>Fredriksen-Goldsen, K. I., Kim, H. J., Bryan, A. E., Shiu, C., & Emllet, C. A.</p>

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		<p>(2017). The cascading effects of marginalization and pathways of resilience in attaining good health among LGBT older adults. <i>The Gerontologist</i>, 57(suppl_1), S72-S83.</p> <p>Kattari et al. Chapter 23: At the Intersection of Trans and Disabled (Harner and Johnson)</p> <p>Kattari et al Chapter 24: Trans/Nonbinary and the Religious, Secular, and Spiritual (Curley, Harris, & Warren)</p> <p>Optional:</p> <p>Kattari et al., Chapter 7: Understanding and Working with Transgender/Nonbinary Older Adults (Knochel & Seelman)</p> <p>Kattari, S. K. (2015). "Getting it": Identity and sexual communication for sexual and gender minorities with physical disabilities. <i>Sexuality & Culture</i>, 19(4), 882-899.</p>
<p>Week 9 Oct 28th</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>What does intersex mean? https://www.youtube.com/watch?v=n5l2fwWGco</p>

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		<p>Gil, J. (2015). 5 Radical ways that people do nonmonogamy that you need to know about. https://everydayfeminism.com/2015/09/non-monogamy-options/</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>Five people explain what “asexual” means to them: https://www.youtube.com/watch?v=IMhix4nr_0g</p> <p>Kattari, S. K., Lopez, N. A., & Hecht, H. K. (In press, December 2020). Beyond 50 Shades: BDSM and kink for social workers. In Dodd, S. J., (Ed) <i>The Handbook of Social Work and Sexualities</i>. London: Routledge.</p>
<p>Week 10 Nov 4th</p>	<ul style="list-style-type: none"> • Health • Pornography • Sex Work 	<p>Eckstrand, K. L., Lunn, M. R., & Yehia, B. R. (2017). Applying organizational change to promote lesbian, gay, bisexual, and transgender inclusion and reduce health disparities. <i>LGBT Health</i>, 4(3), 174-180.</p>

Date/Time	Agenda	Required Readings & Assignments
		<p>Kattari et al. Chapter 1: Transgender and Nonbinary Youth and Access to Medical Care (Kinney, Meininger, & Weiner)</p> <p>Kattari et al. Chapter 2: Transgender and Nonbinary Adults and Access to Medical Care (Lacombe-Duncan, Kattari, & Kattari)</p> <p>LGBTQ Communities and Sex Work: https://survivorsagainstsesta.org/lgbtq</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> <p>Optional:</p> <p>QueerPorn.tv Interviews Kinky Porn Star Nikki Darling: https://www.youtube.com/watch?v=Wk86sqHWUBI</p>
<p>Week 11 Nov 11th</p>	<ul style="list-style-type: none"> • Academia • Catch Up • Choose Your Own Adventure 	<p>Prock, K. A., Berlin, S., Harold, R. D., & Groden, S. R. (2019). Stories from LGBTQ social work faculty: What is the impact of being “out” in</p>

Date/Time	Agenda	Required Readings & Assignments
	<ul style="list-style-type: none"> • 	<p>academia?. <i>Journal of Gay & Lesbian Social Services</i>, 31(2), 182-201.</p> <p>Dentato, M. P., Craig, S. L., Lloyd, M. R., Kelly, B. L., Wright, C., & Austin, A. (2016). Homophobia within schools of social work: The critical need for affirming classroom settings and effective preparation for service with the LGBTQ community. <i>Social Work Education</i>, 35(6), 672-692.</p> <p>Watch <i>The Same Difference</i></p> <p>Other items TBD!</p> <p>Assignment Due: Reflection Paper #2</p>
<p>Week 12 Nov 18th</p>	<ul style="list-style-type: none"> • Academia • Catch Up • Choose Your Own Adventure 	<p>Prock, K. A., Berlin, S., Harold, R. D., & Groden, S. R. (2019). Stories from LGBTQ social work faculty: What is the impact of being “out” in academia?. <i>Journal of Gay & Lesbian Social Services</i>, 31(2), 182-201.</p> <p>Dentato, M. P., Craig, S. L., Lloyd, M. R., Kelly, B. L., Wright, C., & Austin, A. (2016). Homophobia within schools of social work: The critical need for affirming classroom settings and effective preparation for service with the LGBTQ community. <i>Social Work Education</i>, 35(6), 672-692.</p> <p>Watch <i>The Same Difference</i></p>

Date/Time	Agenda	Required Readings & Assignments
		Other items TBD! Assignment Due: Reflection Paper #2
Week 13 Dec 2 nd	<ul style="list-style-type: none"> • Catch Up • Choose Your Own Adventure • Catch up day • Letters to self • Debrief 	Other items TBD!

c. Assignments

Assignment	Due date	Percent of overall grade
Participation	December 9 th , 11:59pm	20
Self Reflections (2)	October 7 th , 6pm AND November 18 th , 6pm	20
Literature Review	Sept 30 th , 6pm	15
Asynchronous Content Share	Throughout semester	15
Final Project	December 9 th , 11:59pm	25

Participation – 20 points

Participation is broadly defined. Participation refers showing up to class online, asking questions of both me and your peers, 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 me, 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.	5
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.	5
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.	5
Total		20

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Self Reflections (2) – 20 points, 10 points each

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.	4
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.	4
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.	2
Total		10

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Literature Review – 15 points

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.	6
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.	6
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.	3
Total		20

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Asynchronous content share – 15 points

DUE – Depends on date of sign up

Over the course, each member of the seminar will be responsible for preparing and delivering minutes of asynchronous content for their peers- we will sign up the first week or two of class. This facilitation should be carefully planned and thoughtfully executed. Plan to structure a virtual 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; should be sufficiently brief and focused to help you fulfill the scope of your aims. Students are encouraged to engage (or even develop!) current research (their own or others in the field) in their presentation. Consider the appropriate pedagogy for your topic and presentation. Activities, skill shares, use of media (including recording yourself, or interviewing others), discussion prompts,

etc., are highly encouraged. Think about how you like to learn, and try to provide that experience to your peers. One starting point might be the case studies or class activities in the Kattari, Kinney, Kattari, & Walls book; some of these might be useful and engaging activities for you to lead for 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. This should be included in the post of items.

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

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 content with new and accurate information.	7
Handout	The handout offered was clear, useful, and will be useful for the other students to have in reflection on that day's reading and content at a later time and date.	6
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 virtual classroom. Activities, media, etc., were appropriate for the topic area.	7
Total		15

*Eberly Center for Teaching Excellence

Final Project – 25 points

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. Additionally, each student will be asked to present a summation of their case study, policy analysis, organizational evaluation, or grant proposal to the class via either a 5-minute video presentation, a self-created infographic, or another creative option.

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 multiple 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 5-8 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 policy analysis model), 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 5-8 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 5-8 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.	6
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.	5
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.	4
Presentation	Individual presented a clear deliverable that was well-organized and easy to follow. Presenter responded to questions from classmates and instructor well.	5
Total		25

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.

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, PLEASE notify me. At my discretion (which is almost always yes), 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*