



<b>Course title:</b>	Social Work Practice with Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and Two-Spirit (LGBTQIA2S+) Individuals and Communities
<b>Course #/term:</b>	SW 614 Section 01 Fall 2022
<b>Time &amp; Place</b>	Thursdays at 2pm, Classroom B760 SSWB
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	N/A
<b>Instructor:</b>	Leonardo Kattari, MSW
<b>Pronouns:</b>	He/they
<b>Contact info:</b>	<b>Email:</b> lkattari@umich.edu You may expect a response within 48 hours
<b>Office hours:</b>	Immediately after class or by appointment

## 1. Course Statement

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### a. Course description

This course will introduce a variety of issues facing Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and Two-Spirit (LGBTQIA2S+) clients and communities at the micro, meso, and macro levels. This course will build on basic skills and knowledge of interpersonal practice, policy advocacy, and community organizing to focus on how to best serve LGBTQIA2S+. Issues which are of greater concern, or for which services and in some cases, knowledge, are lacking for these populations will be covered, including: history of the LGB/T movement, identity versus behavior, the process of coming out, social stigma, substance abuse, HIV/AIDS, experiences of discrimination and victimization (both interpersonal and systemic), healthcare (including mental health), sexuality and relationships, family development and parenting, lack of inclusion in research and evidence based practice, community organizing, impact of policies, and ways to work towards resistance and resilience. This course will closely focus on different skills needed for working with these specific issues, in addition to basic knowledge of these individuals across the life span and communities.

**b. Course objectives and competencies**

Students will evaluate their own values, attitudes, and biases regarding the LGBTQIA2S+ populations through interactive solo and group activities, and self-reflective papers on their experiences and positionalities.

Students will create ways in which issues surrounding these populations and communities might be integrated into their current and future social work practice by conducting a literature review on a sub-area of interest to their own work and practice.

Students will synthesize what they have learned about these populations and communities that can be applied in their practice by conducting field placement, organizational assessment, policy analysis, or treatment plan creation regarding an area of their own interest.

**c. Course design**

Class format will include lectures, case studies and vignettes, videotapes, role-plays and interactive discussions.

We are meeting in-person at the UM School of Social Work - classroom TBD. Our class will begin promptly at 2pm on Thursdays. Additionally, if you have any symptoms that may or may not be related to COVID, MPX or are just not feeling well, please do not come to class. Your health and the health of your colleagues is of utmost importance.

**Masks:** Although masks are now strongly recommended rather than required, I invite us to center an ethic of community care in all we do together. Currently, wearing masks indoors is an important act of such care.

**d. Intensive focus on PODS**

The entirety of this course is PODS focused in that it examines how privilege and oppression exist around heterosexual/cisgender individuals and how that plays out onto LGBTQIA2S+ individuals. It also uses an intersectional lens to look at diversity within these communities, including around race, disability, immigration status, age, and more. Students will be challenged around their own biases as well as to look at interpersonal, institutional, and ideological biases and barriers for these individuals and communities, as well as think about how they can advocate for change.

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice 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*.

This can be found electronically free of charge at the [University of Michigan Library](#)

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
Session 1: 9/1	<ul style="list-style-type: none"> <li>● Overview of Class</li> <li>● Review syllabus</li> </ul>	<p>Syllabus</p> <p>National Association of Social Workers. (2015). <i>Lesbian, gay, and bisexual issues</i>. Social work speaks: National Association of Social Workers Policy Statements, 2015–2017.</p>
Session 2: 9/9	<ul style="list-style-type: none"> <li>● Basic Definitions</li> <li>● History</li> <li>● Basic Constructs</li> </ul>	<p>Balestrery, J. E. (2018). A history of community: Marching toward LGBTQ equality. In M. P. Dentato (Ed.), <i>Social work practice with the LGBTQ community: The intersection of history, health, mental health, and policy factors</i> (pp. 3–25). Oxford University Press.  <a href="https://ebookcentral-proquest-com.proxy.lib.umich.edu">https://ebookcentral-proquest-com.proxy.lib.umich.edu</a></p> <p>Kattari, S. K., Kinney, M. K., Kattari, L., &amp; Walls, N. E. (Eds.). (2021). <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i>. Routledge.  <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p> <p>Kattari, S. K., Kinney, M. K., Kattari, L., &amp; Walls, N. E. (Eds.). (2021). <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i>. Routledge.  <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p> <p>Lewis, Y. V., &amp; Kime, A. (2021). Introduction part 2: Place, joy, and self in trans and nonbinary justice. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 11–26). Routledge.  <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p> <p>James, S. E., Herman, J. L., Rankin, S., Keisling, M., Mottet, L., &amp; Anafi, M. (2016). <i>The report of the 2015 U.S. Transgender Survey: Executive</i></p>

		<p>summary. National Center for Transgender Equality.</p>
<p>Session 3: 9/15</p>	<ul style="list-style-type: none"> <li>● Identities</li> <li>● Coming Out</li> <li>● Affirming Practice</li> </ul>	<p>Smith, M., Arguello, T. M. &amp; Dentato, M. P. (2018). The coming out process. In M. P. Dentato (Ed.), <i>Social work practice with the LGBTQ community: The intersection of history, health, mental health, and policy factors</i> (pp. 97–117). Oxford University Press.  <a href="https://ebookcentral-proquest-com.proxy.lib.umich.edu">https://ebookcentral-proquest-com.proxy.lib.umich.edu</a></p> <p>Craig, S. L., &amp; McInroy, L. (2014, January 30). You can form a part of yourself online: The influence of new media on identity development and coming out for LGBTQ youth. <i>Journal of Gay &amp; Lesbian Mental Health</i>, 18(1), 95–109.  <a href="https://doi-org.proxy.lib.umich.edu/10.1080/19359705.2013.777007">https://doi-org.proxy.lib.umich.edu/10.1080/19359705.2013.777007</a></p> <p>Walters, K. L., Evans-Campbell, T., Simoni, J. M., Ronquillo, T., &amp; Bhuyan, R. (2008). “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>Kinney, M. K., &amp; Muzzey, F. (2021). Supporting transgender and nonbinary youth in their coming out process. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 165–178). Routledge.  <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p> <p>Read, J., &amp; Logan W. R. (2021). Supporting trans and nonbinary adults in their coming out processes. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 179–193). Routledge.  <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p> <p>them. (2018). <i>What does two-spirit mean?</i>   <i>InQueery</i>   them [Video]. YouTube.  <a href="https://www.youtube.com/watch?v=A4IBibGzUnE">https://www.youtube.com/watch?v=A4IBibGzUnE</a></p>

		<p>TEDx Talks. (2013). <i>The ally within</i>   John Dehlin   TEDxUSU [Video]. YouTube.  <a href="https://www.youtube.com/watch?v=0MxCXjfAunk">https://www.youtube.com/watch?v=0MxCXjfAunk</a></p>
<p>Session 4: 9/22</p>	<ul style="list-style-type: none"> <li>● Policy</li> <li>● Civil Rights</li> <li>● Organizing</li> </ul>	<p>Georgetown Law Library. (n.d.). <i>A brief history of civil rights in the United States: LGBTQ civil rights</i>.  <a href="https://guides.ll.georgetown.edu/c.php?q=592919&amp;amp;p=4100955">https://guides.ll.georgetown.edu/c.php?q=592919&amp;amp;p=4100955</a></p> <p>Swank, E., &amp; 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.  <a href="https://doi-org.proxy.lib.umich.edu/10.1080/10911359.2013.740336">https://doi-org.proxy.lib.umich.edu/10.1080/10911359.2013.740336</a></p> <p>Bakko, M., Kattari, L., &amp; O'Brien, R. P. (2021). TNB-affirming policy: Current landscape, issues, and change practices. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 286–300). Routledge.  <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p> <p>Arnold-Renicker, H., Inselman, K., Rivera, J., &amp; Whitley, C.T. (2021). Trans and nonbinary leadership and civic engagement. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 301–315). Routledge.</p> <p>Adams, H. (2016). <i>Intersectionality in queer activism: A case study</i>. ScholarWorks@Bellarmine.  <a href="https://scholarworks.bellarmino.edu/ugrad_theses/1?utm_source=scholarworks.bellarmino.edu%2Fugrad_theses%2F1&amp;utm_medium=PDF&amp;utm_campaign=PDFCoverPages">https://scholarworks.bellarmino.edu/ugrad_theses/1?utm_source=scholarworks.bellarmino.edu%2Fugrad_theses%2F1&amp;utm_medium=PDF&amp;utm_campaign=PDFCoverPages</a>.</p> <p>Hubbard, J. (Director). (2012). <i>United in anger: A</i></p>

		<p><i>history of ACT UP</i> [Video file]. ACT UP Oral History Project. Retrieved August 27, 2021, from Kanopy.</p>
<p>Session 5: 9/29</p>	<ul style="list-style-type: none"> <li>• Mental Health</li> </ul>	<p>Lasala, M. C. (2008). 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. <a href="https://doi-org.proxy.lib.umich.edu/10.1300/J461v03n01_01">https://doi-org.proxy.lib.umich.edu/10.1300/J461v03n01_01</a></p> <p>Jackson, S. D., Mohr, J. J., Sarno, E. L., Kindahl, A. M., &amp; Jones, I. L. (2020). Intersectional experiences, stigma-related stress, and psychological health among black LGBTQ individuals. <i>Journal of Consulting and Clinical Psychology</i>, 88(5), 416–428.</p> <p>Abrams, M., Golden R., L., &amp; Cohen, J. R. (2021). Affirming and inclusive mental health care for transgender and nonbinary young people. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 76–88). Routledge. <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p> <p>von Merz, S., Atteberry-Ash, B., Walls, E. (2021). Culturally responsive mental health care for transgender and nonbinary individuals. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 89–104). Routledge. <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p>
<p>Session 6: 10/6</p>	<ul style="list-style-type: none"> <li>• Sexuality</li> <li>• Relationships</li> <li>• Sex Therapy</li> </ul>	<p>Berry, M. D., &amp; Lezos, A. N. (2016). 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. <a href="https://doi-org.proxy.lib.umich.edu/10.1080/14681994.2016.1193133">https://doi-org.proxy.lib.umich.edu/10.1080/14681994.2016.1193133</a></p>

		<p>Crofford, M. L. (2017). Bisexual inclusive couples therapy: Assessment and treatment with bisexuals in mixed orientation relationships. <i>Sexual and Relationship Therapy</i>, 33(1-2), 233–243. <a href="https://doi-org.proxy.lib.umich.edu/10.1080/14681994.2017.1412420">https://doi-org.proxy.lib.umich.edu/10.1080/14681994.2017.1412420</a></p> <p>Vencill, J. A., Candelario-Perez, L., Jack, E. &amp; Rider, G. N. (2021). Sex relationship therapy with trans and nonbinary individuals. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 227–241). Routledge. <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p> <p>Withey-Rila, C., Paceley, M. S., Schwartz, J. J. &amp; Alexander, L. M. (2021). Trans/nonbinary sexualities and prioritizing pleasure. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 242–255). Routledge. <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p>
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<p>Session 7: 10/13</p>	<ul style="list-style-type: none"> <li>● IPV</li> <li>● Substance Use</li> <li>● Homelessness</li> </ul>	<p>Langenderfer-Magruder, L., &amp; Seeber A. (2021). Exploring trans/nonbinary intimate partner violence: What to know to create inclusive spaces and services. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 256–270). Routledge.  <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p> <p>Dolcecore, G., Akapnitis, I. M., Jenkins G. T., &amp; Klemmer, C. L. (2021). Substance use and transgender nonbinary populations: Towards inclusive prevention and service provision. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 107–119). Routledge.  <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p> <p>Shelton, J., &amp; Pucci Garcon, T. (2021). Trans/nonbinary individuals and homelessness. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 134–147). Routledge.  <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p> <p>Shelton, J., DeChants, J., Bender, K., Hsu, H., Maria, D., Santa Maria, D., Petering, R., Ferguson, K., Narendorf, S., &amp; Barman-Adhikari, A. (2018). Homelessness and housing experiences among LGBTQ young adults in seven U.S. cities. <i>Cityscape</i>, 20(3), 9–34.  <a href="https://www.jstor.org/stable/26524870">https://www.jstor.org/stable/26524870</a></p>
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<p>Session 8: 10/20</p>	<ul style="list-style-type: none"> <li>● Youth</li> <li>● CWS</li> <li>● Activism</li> </ul>	<p>Wagaman, M. A., &amp; Kemmerer, A. (2021). Transgender and nonbinary youth empowerment. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 273–285). Routledge.  <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p> <p>Whitfield, D. L., Jourian, T. J., &amp; Claybren, K. T. (2021). Centering trans/nonbinary people of color: Health disparities, resiliency, and opportunities for affirmative clinical practice. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 345–358). Routledge.</p> <p>Brandon-Friedman, R. A., Karnoski, R., &amp; Hall, S. F. (2021). Working with transgender and nonbinary youth in the child welfare system. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 148–162). Routledge.  <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></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>, 65(11), 1415–1434.</p> <p>Biko, C. (2017, December 7). Black trans lives matter, too. <i>HuffPost</i>.  <a href="https://www.huffpost.com/entry/black-trans-lives-matter-_b_9157514">https://www.huffpost.com/entry/black-trans-lives-matter-_b_9157514</a></p> <p><i>Black trans women to the front!</i> Janaya Khan. (2015, November 19).  <a href="https://janayakhan.com/2015/11/19/black-trans-women-to-the-front">https://janayakhan.com/2015/11/19/black-trans-women-to-the-front</a>.</p>
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<p>Session 9: 10/27</p>	<ul style="list-style-type: none"> <li>● Improve practice</li> <li>● Marginalized identities</li> </ul>	<p>Hirschmann, N.J. (2013.). <i>Queer/fear: Disability, sexuality, and the other. Journal of Medical Humanities, 34(2), 139–147.</i> <a href="https://doi-org.proxy.lib.umich.edu/10.1007/s10912-013-9208-x">https://doi-org.proxy.lib.umich.edu/10.1007/s10912-013-9208-x</a></p> <p>Session 9: 10/27 <a href="https://doi-org.proxy.lib.umich.edu/10.1007/s10912-013-9208-x">lib.umich.edu/10.1007/s10912-013-9208-x</a></p> <p>Bowland, S. E., Foster, K., &amp; Vosler, A. N. R. (2013). Culturally competent and spiritually sensitive therapy with lesbian and gay Christians. <i>Social Work, 58(4), 321–332.</i> <a href="https://doi-org.proxy.lib.umich.edu/10.1093/sw/swt037">https://doi-org.proxy.lib.umich.edu/10.1093/sw/swt037</a></p> <p>Johnson, L., &amp; Federman, E. J. (2013, September 6). Pathways and barriers to care for LGBT veterans in the U.S. Department of Veterans Affairs (VA). <i>Journal of LGBTQ Issues in Counseling, 7(3), 218–235.</i> DOI: 10.1080/15538605.2013.812928</p> <p>Fredriksen-Goldsen, K. I., Kim, H., Bryan, A. E. B., Shiu, C., &amp; Emlert, C. A. (2017). The cascading effects of marginalization and pathways of resilience in attaining good health among LGBT older adults. <i>The Gerontologist, 57(suppl 1), S72–S83.</i> <a href="https://doi-org.proxy.lib.umich.edu/10.1093/geront/gnw170">https://doi-org.proxy.lib.umich.edu/10.1093/geront/gnw170</a></p> <p>Harner, V., &amp; Johnson, I. M. (2021). At the intersection of trans and disabled. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 359–372). Routledge. <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p> <p>Curley, K. M., Harris, H. B., &amp; Warren, S. M. T. (2021). Trans/nonbinary and the religious, secular, and spiritual. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 373–386). Routledge. <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p>
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		<p>Berne, P. (Director). (2013). <i>Sins invalid: An unshamed claim to beauty</i> [Film]. New Day Films. Retrieved August 4, 2021, from Kanopy.</p> <p>Onuorah, N. (Director). (2015). <i>The same difference</i> [Film]. Women Make Movies. Retrieved September 9, 2021, from Kanopy.</p>
<p>Session 10: 11/3</p>	<ul style="list-style-type: none"> <li>• Attitudes and reactions</li> <li>• Challenges</li> </ul>	<p>Gil, J. (2015, September 27). 5 radical ways people do non-monogamy that you need to know about. <i>Everyday Feminism</i>. <a href="https://everydayfeminism.com/2015/09/non-mono-gamy-options/">https://everydayfeminism.com/2015/09/non-mono-gamy-options/</a></p> <p>Lev, A. (2006). Intersexuality in the family: An unacknowledged trauma. <i>Journal of Gay &amp; Lesbian Psychotherapy</i>, 10(2), 27–56. <a href="https://doi-org.proxy.lib.umich.edu/10.1300/J236v10n02_03">https://doi-org.proxy.lib.umich.edu/10.1300/J236v10n02_03</a></p> <p>Graham, N. (2014). Polyamory: A call for increased mental health professional awareness. <i>Archives of Sexual Behavior</i>, 43(6), 1031–1034. <a href="https://doi-org.proxy.lib.umich.edu/10.1007/s10508-014-0321-3">https://doi-org.proxy.lib.umich.edu/10.1007/s10508-014-0321-3</a></p> <p>Tibbs, A. (2014, October 19). Debunking 5 myths and misconceptions about asexuality. <i>Everyday Feminism</i>. <a href="http://everydayfeminism.com/2014/10/5-myths-and-misconceptions-aboutasexuality">http://everydayfeminism.com/2014/10/5-myths-and-misconceptions-aboutasexuality</a></p> <p>Kattari, S. K., Hecht, H. K., &amp; Lopez, N. A. (2021). Beyond 50 shades: BDSM and kink for social workers. In S. J. Dodd (Ed), <i>The Routledge International handbook of social work and sexualities</i> (pp. 114–133). Routledge.</p> <p>them. (2018, December 4). <i>What does intersex mean?</i>   <i>InQueery</i>   <i>them</i>. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=n_5l2fwWGco">https://www.youtube.com/watch?v=n_5l2fwWGco</a></p> <p>Tinder. (2019, July 23). <i>5 asexual people explain what "asexual" means to them</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=IM+hix4nr_Og">https://www.youtube.com/watch?v=IM+hix4nr_Og</a>.</p>
<p>Session 11: 11/10</p>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Pornography</li> <li>• Sex Work</li> </ul>	<p>Eckstrand, K. L., Lunn, M. R., &amp; Yehia, B. R. (2017). Applying organizational change to promote lesbian, gay, bisexual, and</p>

		<p>transgender inclusion and reduce health disparities. <i>LGBT Health</i>, 4(3), 174–180.  <a href="https://doi-org.proxy.lib.umich.edu/10.1089/lgbt.2015.0148">https://doi-org.proxy.lib.umich.edu/10.1089/lgbt.2015.0148</a></p> <p>Lacombe-Duncan, A., Kattari, S. A., &amp; Kattari, L. (2021). Transgender and nonbinary adults and access to medical care. In S. K. Kattari, M. K. Kinney Session 11: 11/10, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 42–56). Routledge.  <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p> <p>Kinney, M. K., Meininger, E. T., &amp; Wiener, S. E. (2021). Transgender and nonbinary youth and access to medical care. In S. K. Kattari, M. K. Kinney, L. Kattari, &amp; N. E. Walls (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience</i> (pp. 29–41). Routledge.  <a href="https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176">https://doi-org.proxy.lib.umich.edu/10.4324/9780429443176</a></p> <p>Survivors Against SESTA. (n.d.) <i>Sex work is an LGBTQ issue</i>.  <a href="https://survivorsagainstsesta.org/lgbtq/">https://survivorsagainstsesta.org/lgbtq/</a></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: Essays on pornography, protection, and privacy</i> (pp. 13–20). ThreeL Media   Stone Bridge Press.</p> <p>Boris, E., Gilmore, S., &amp; Parreñas, R. (2010, April 7). Sexual labors: Interdisciplinary perspectives toward sex as work. <i>Sexualities</i>, 13(2), 131–137.  <a href="https://doi.org/10.1177/1363460709359228">https://doi.org/10.1177/1363460709359228</a></p>
<p>Session 12: 11/17</p>	<ul style="list-style-type: none"> <li>● Academia</li> <li>● Social Work Education</li> </ul>	<p>Prock, K. A., Berlin, S., Harold, R. D., &amp; Groden, S. R. (2019, March 19). Stories from LGBTQ social work faculty: What is the impact of being “out” in academia?. <i>Journal of Gay &amp; Lesbian Social Services</i>, 31(2), 182–201.  <a href="https://doi-org.proxy.lib.umich.edu/10.1080/10538">https://doi-org.proxy.lib.umich.edu/10.1080/10538</a></p>

		<a href="https://doi-org.proxy.lib.umich.edu/10.1080/02615479.2016.1150452">720.2019.1584074</a> Dentato, M. P., Craig, S. L., Lloyd, M. R., Kelly, B. L., Wright, C., & Austin, A. (2016, March 4). 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. <a href="https://doi-org.proxy.lib.umich.edu/10.1080/02615479.2016.1150452">https://doi-org.proxy.lib.umich.edu/10.1080/02615479.2016.1150452</a>
<b>NO CLASS ON 11/24 – Harvest Holiday Recess</b>		
Session 13: 12/1	<ul style="list-style-type: none"> <li>• Catch Up</li> <li>• Choose Your Own Adventure</li> </ul>	No readings for this week.
Session 14: 12/8	<ul style="list-style-type: none"> <li>• Course wrap-up</li> <li>• Letters to self</li> <li>• Debrief</li> </ul>	No readings for this week.

### c. Assignments

<b>Assignment</b>	<b>Due Date</b>	<b>% Overall Grade</b>
<b>Participation &amp; Engagement</b>	Ongoing	<b>10%</b>
<b>Class Content Share &amp; Facilitation</b>	Sign-up for your presentation	<b>20%</b>
<b>Article Critique</b>	September 22	<b>10%</b>
<b>Literature Review</b>	October 27	<b>20%</b>
<b>Self-Reflections</b>	Self Reflection #1: October 6 Self Reflection #2: November 10	<b>10%</b>
<b>Final Project</b>	Final Project Proposal: October 13 Final Project: December 8	<b>30%</b>

### ***Participation – 10 points***

Participation is broadly defined. Participation refers to showing up to class online, asking questions of both the instructor and your peers. You should apply course concepts to questions about your own experiences while contributing to the learning of others. You should participate

in online discussions in Canvas, and provide accurate and respectful feedback to others. Take the opportunities to share resources with classmates and identify any unique learning needs or problems to the instructor. Utilize office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments.

The majority of the sessions will consist of group discussion. The success of this course depends upon our ability to have an informed discussion. By informed 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. Participation can and should be done both in the classroom and on the discussion boards online, as is relevant.

**Self Reflections (2) – 10 points, 5 points each**

In this assignment, you will write a 2–4 page journal entry (or record a 10–15 minute video with captions) in response to the readings, activities, videos, course content, and guest speakers you’ve encountered in the course. Reflect on your personal values, ethics, perspectives, biases, and reactions to engaging with different aspects of LGBTQIA2S+ communities and with different frameworks, policies, interventions, and theories.

Your entry should be self-reflective and written (or recorded) in first person. You will not lose points for acknowledging concerns, biases, privileges, or 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; however, additional citations are not required.

The entry should be submitted through Canvas. Only the instructor will be reading the journal entries. They are considered private and will not be shared with the rest of the class.

<b>Criteria</b>	<b>Exemplary Performance</b>	<b>Points</b>
<b>Accuracy</b>	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) implications or asks questions when there is no firm conclusion. It is authentic to the author and not regurgitating thoughts already shared in the class or from others.	<b>2</b>
<b>Argument</b>	Journal entry fully meets the requirements of the assignment. It explores the implications of chosen ideas for the assigned topic in thoughtful and/or original ways. It makes a convincing and personalized case for why selected key concepts connect and/or uses texts, class discussions, and/or lectures to support.	<b>2</b>
<b>Clarity and Presentation</b>	Journal entry consistently uses precise and unambiguous wording. It has a clear and lucid sentence structure. It has minimal use of quotations and effectively frames the first-person perspective in the text. It is clean, correctly formatted in APA (7th ed.) style (12-point Times New Roman or Arial font with 1” margins), and written in complete sentences. All citations (if there are any) are properly attributed and cited in a consistent style. There are virtually no	<b>1</b>

	spelling or grammatical errors. If a video is chosen, captions or transcription should be included and accurate. This should not be simply read from a piece of paper but rather, more of a video diary.	
<b>Total</b>		<b>5</b>

\*Modified from Eberly Center for Teaching Excellence

### ***Content Share & Facilitation – 20 points***

Over the entire course, each seminar member will be responsible for preparing and delivering asynchronous content for their peers. You will sign up for your topic of choice and time during the first week of class.

Your sharing and facilitation should be carefully planned and thoughtfully executed. Plan to structure a classroom experience that will engage everyone in discussion of key issues in the course materials for that week.

This may involve additional provocations (film clips, visual display, short readings, performances, podcasts, etc.) that we may be invited to experience. Your resources should be sufficiently brief and focused on helping you fulfill the scope of your aims.

All students are encouraged to engage (or even develop!) current research (your 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 et al. (2021) textbook. Some of these might be helpful and engaging activities for you to lead for discussion by your peers.

<b>Criteria</b>	<b>Exemplary Performance</b>	<b>Points</b>
Content of presentation	The individual was very familiar with the assigned material for that day and any additional material offered. They offered a deeper understanding of these materials. Everything was accessible to all students. Students left the content with new and accurate information.	7



Handout	The handout offered was clear, useful, and helpful for the other students to reflect on that day's reading and content at a later time and date.	6
Clarity and presentation	The facilitator presented a clear presentation that was well-organized and easy to follow. They responded to questions from other students and instructors 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		20

\*Eberly Center for Teaching Excellence

**Article Critique - 10 points**

The purpose of this assignment is for you to engage with existing research. You will also assess research 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 (a social worker as the author, a social work journal, a social work setting for the intervention, etc.).

You will spend one page summarizing the article you chose beyond the abstract. Focus on the following:

- What is the point of the article?
- Why did you select it?

Then, note the things that were done well regarding LGBTQIA2S+ individuals/communities, diversity, affirming practice, methodologies, analysis, and how it connects to social work values and ethics, etc.

Next, 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 could be improved on in the future?

Finally, provide a final paragraph that places this article within your knowledge of the existing literature. For example,

- Do you feel this is innovative and ahead of its time? Or is it solidly behind the times?
- What is a good representation of this topic in regards to what else you might find on the same subject?

Criteria	Exemplary Performance	Points
Argument	Critique fully meets the requirements of the assignment. It explores the implications of chosen ideas for the assigned topic in thoughtful and/or original ways. It makes a convincing and personalized case for how and why this article could be improved 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 each author's argument(s) implications 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 a clear and lucid sentence structure. It has minimal use of quotations and effectively frames the first-person perspective in the text. It is clean, correctly formatted in APA (7th ed.) style (12-point Times New Roman or Arial font with 1" margins), and written in complete sentences, reaching minimum page length. There are virtually no spelling or grammatical errors.	2
Total		10

### ***Literature Review – 20 points***

For this assignment, 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 impossible to write a review of the literature.

You will speak about your chosen topics several times in our class, so that should help you 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 for your area. You can use individual databases, look for systematic reviews/meta analyses, use Google Scholar, do backwards and forward citation searches, etc.

You should write a literature review that 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 (7th ed.) style reference section.

Criteria	Exemplary Performance	Points
Argument	The literature review fully meets the requirements of the assignment. It explores extant research regarding the chosen topic in thoughtful and/or original ways. It blends different pieces of scholarly knowledge into a smoothly readable review that clarifies material for the reader with a basic background of the subject area.	7
Accuracy	The 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 subarea.	8
Clarity and presentation	The paper consistently uses precise and unambiguous wording. It has a clear and lucid sentence structure. It has minimal use of quotations and effectively frames the first-person perspective in the text. It is clean, correctly formatted in APA (7th ed.) style (12-point Times New Roman or Arial font with 1" margins), and written in complete sentences, reaching minimum page length. There are virtually no spelling or grammatical errors.	5
Total		20

### ***Final Project – 25 points***

For your final project, you will pick a case study, policy analysis, an organizational assessment (of your 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 your social work practice, research, and/or area of interest.

You will be asked to present a summation of your 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 to discuss. This project aims 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.

Below is a summary of some possible examples of what you might choose to do.

#### **Case Study**

Select from one of multiple case study options regarding LGBTQIA individuals, couples, or a family seeking services. In your summary of the case study, describe the client(s), what brings the client(s) in for services, and fill in the details of who this person is/who these people are (approximately 1 page). Then, include the following:

- 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 about how one would offer inclusive services especially around potential intersections of identity
- Identify skills, treatments, and/or therapies to be used
- Devise a list of local (Michigan and/or online) resources to share with the client(s)

You should include references to support these decisions. Your paper should be approximately 5–8 pages long (Times New Roman or Arial size 12-point font and double-spacing). You should follow APA (7th ed.) format with a minimum of 10–15 sources (including references from in-class readings).

### **Policy Analysis**

Select a policy currently in place at the University of Michigan, in Michigan's Washtenaw County, or nationally that directly impacts LGBTQIA2S+ people. Discuss the historical background of the policy, summarize and describe the policy, and analyze it. Your analysis portion of the paper should present an intellectually rigorous and logical analysis of the policy based on documented or verifiable facts and defensible theories. Analysis should discuss the historical background of the policy, summarize your problem analysis, describe and analyze the policy using the Karger & Stoesz model for policy analysis (or another policy analysis model).

Your analysis should:

- Identify goals, values, ideological assumptions, or concerns motivating political interest groups and major players, and others 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, focusing on effectiveness and efficiency.
- Advocate policy improvements benefiting LGBTQIA2S+ and other marginalized communities served by the social work profession.
- Examine any unintended consequences and previous attempts to address the problem that are critical components of the recommendations.
- Offer recommendations 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 the facts and analysis presented in the first part of your paper.

This policy analysis should be approximately 5–8 pages long (Times New Roman or Arial size 12-point font with double-spacing and APA (7th ed.) formatting) with a minimum of 10–15 sources (including references from in-class readings).

### **Organization Evaluation**

Examine the practices and policies of your current field placement or another amenable organization. Look at policies and practices for both clients and employees, including but not limited to: nondiscrimination 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, and training for employees and partner organizations. Your 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.

Your paper should be approximately 5–8 pages long (Times New Roman or Arial size 12-point font and double-spacing with APA (7th ed.) formatting) 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 4–6 relevant studies that contribute to or support your framework.
- Innovation (0.5 page)
  - Describe novel methods and 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.
  - 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 help 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 broad 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 understanding of some facets of the LGBTQIA2S+ communities and how this policy/organization/intervention impacts or could impact the individuals. Topic areas are well	6

	fleshed out and flow from one to another with a clear connection.	
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 the first-person perspective in the text. It is clean, correctly formatted in APA (7th ed.) style (12-point Times New Roman or Arial font with 1" margins), and written in complete sentences, reaching minimum page length. There are virtually no spelling or grammatical errors.	5
Wrap Up	Succinctly summarizes the main points of the discussion and gives the readers something to think about after they have finished. It should be concise, engaging, and leave 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 100. 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 1<sup>st</sup> 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 2<sup>nd</sup> unacceptable assignment, and 3 points for the 3<sup>rd</sup> 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 will lose 1 point for a missed class, if you have not contacted me. Upon the 3<sup>rd</sup> uncommunicated absence, there will be a 5-point deduction for each absence.
- 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, 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 activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know!

#### **e. 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/>).

#### **f. Attendance Policy**

Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. Absences are counted from the first scheduled live class meeting. The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% (3 live, synchronous sessions) are at risk of a grade reduction, including receiving a non-passing grade.

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*