




<b>Course title:</b>	Sexuality and Social Work	
<b>Course #/term:</b>	SW 767, Section 001, Winter 2023	
<b>Time and place:</b>	Wednesdays 9am-12pm, SSW B780	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	None	
<b>Instructor:</b>	Dana S. Levin, PhD, LMSW	
<b>Pronouns:</b>	She/her/hers	
<b>Contact info:</b>	<b>Email:</b> <a href="mailto:danalev@umich.edu">danalev@umich.edu</a>	<b>Phone:</b> [###-###-####]
	You may expect a response within 48 hours	
<b>Office:</b>	TBA	
<b>Office hours:</b>	By appointment	



## 1. Course Statement

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### a. Course description

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

### b. Course content

Students will actively explore how sexuality plays out within social work, using a

micro/mezzo/macro approach. The dimensions of sexuality cross multiple other identities and factors such as age, class, color, culture, disability, ethnicity, gender, race, religion, and more. In this course, students will learn the basics of human sexuality

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

**c. Course objectives and competencies**

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

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

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

**d. Course design**

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

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

**e. Curricular themes**

The entirety of this course is PODS focused; who gets access to culturally responsive sex education, sexual health care, and sex therapy, and who doesn't? What are the roles of social workers in engaging these disparities and helping to shift realities about sexuality. This includes an anti-oppressive focus, and a deeper dive into the lack of BIPOC representation in sexuality practice, literatures, and

professionals. We will also connect all of our learning to social work skills, such as mirroring, policy advocacy, communication, etc.

## **Additional Resources**

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*

**Writing Assistance.** Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the **U-M SSW Career Services office**. Students may schedule a virtual appointment and supply a draft of their paper (at any stage). Email Betsy Williams at [betsywil@umich.edu](mailto:betsywil@umich.edu) or call 734-647-6081 to leave a message. You can find helpful resources on writing linked from [ssw.umich.edu/writing-help](https://ssw.umich.edu/writing-help)

In addition, the **Sweetland Writing Center** offers graduate students up to seven sessions per semester. They can help you develop your argument, improve your paper organization, correct grammar, and craft effective prose. You can register with them online and schedule a virtual appointment at <http://www.lsa.umich.edu/sweetland/>

And the **English Language Institute** focuses on serving international students: <http://www.lsa.umich.edu/eli>

### **Proper Use of Names and Pronouns**

All students will be referred to by the names and pronouns they use. If you have a name that differs from the one that appears on the roster, please inform the instructor as soon as possible so that I can use your correct name and pronouns.

## **2. Class Requirements**

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a. Text and class materials

This class does require one textbook: (electronic copies are acceptable):

Dodd, S. J. (2021). *The Routledge International Handbook of Social Work and Sexualities*. Routledge.

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

b. Class schedule

Session	Topics Covered NOTES	Readings – To be read prior to class
1 Jan 4	Overview of syllabus Group Norms Language	Syllabus
2 Jan 11	Intro to Sexuality and Social Work	<p>Areskoug-Josefsson, K., Rolander, B., &amp; Bülow, P. (2019). Swedish Social Work Students' Attitudes Toward Addressing Sexual Health Issues in Their Future Profession. <i>Sexuality and Disability</i>, 37(2), 161-173. DOI: 10.1007/s11195-019-09563-w</p> <p>Dodd, S. J., &amp; Tolman, D. (2017). Reviving a positive discourse on sexuality within social work. <i>Social work</i>, 62(3), 227-234. DOI: 10.1093/sw/swx016</p> <p>Lee, S., Fenge, L. A., &amp; Collins, B. (2018). Promoting sexual well-being in social work education and practice. <i>Social Work Education</i>, 37(3), 315-327. DOI: 10.1080/02615479.2017.1401602</p> <p>McCave, E., Shepard, B., &amp; Winter, V. R. (2014). Human sexuality as a critical subfield in social work. <i>Advances in Social Work</i>, 15(2), 409-427.</p> <p>Russell, E. B. &amp; Viggianti, P. A. (2018). Understanding Differences and Differences and Definitions: From Oppression to Sexual Health and Practice. In Dentato, M. P. (Ed) <i>Social Work Practice with the LGBTQ Community: The Intersection History, Health, Mental Health, and Policy Factors</i>. New York, NY: Oxford University Press.</p>
3 Jan 18	Sex Education Sexual Health	<p>Russell, E. (2018). Reflections on Teaching Sexual Health in Social Work. <i>Reflections: Narratives of Professional Helping</i>, 24(4), 90-96.</p> <p>Schaafsma, D., Kok, G., Stoffelen, J. M. T., &amp; Curfs, L. M. G. (2017).</p>

	<p><b>Sexuality Self Story DUE</b></p>	<p>People with intellectual disabilities talk about sexuality: implications for the development of sex education. <i>Sexuality and disability</i>, 35(1), 21-38.</p> <p>SIECUS. (2018). On our side: Public support for sex education.</p> <p>Winter, V. R., O'Neill, E., Begun, S., Kattari, S. K., &amp; McKay, K. (2016). MSW student perceptions of sexual health as relevant to the profession: Do social work educational experiences matter? <i>Social work in health care</i>, 55(8), 614-634.</p> <p>Muzzey, F. K., Shelton, J., &amp; Dunleavy, M. (2021). Rethinking sexual risk. In S. J. Dodd (Ed.) <i>The Routledge International Handbook of Social Work and Sexualities</i>.</p>
<p>4 Jan 25</p>	<p>Sexual Health Lifespan</p>	<p>Baldwin-White, A. &amp; Christensen, C. (2021). Understanding consent among emerging adults: Wrestling with the social construction of gender, sexuality, and salient social categories. In S. J. Dodd (Ed.) <i>The Routledge International Handbook of Social Work and Sexualities</i></p> <p>Blank H. (2011). <i>Big big love, revised: A sex and relationships guide for people of size (and those who love them)</i>. Celestial Arts. Chapter 2</p> <p>Guttmacher Institute. (2021). Adolescents' Receipt of Sex Education in a Nationally Representative Sample, 2011–2019 <a href="https://www.guttmacher.org/article/2021/11/adolescents-receipt-sex-education-nationally-representative-sample-2011-2019">https://www.guttmacher.org/article/2021/11/adolescents-receipt-sex-education-nationally-representative-sample-2011-2019</a> (Full article at JAH)</p> <p>Fabbre, V. (2016). Queer aging: implications for social work practice with lesbian, gay, bisexual, transgender, and queer older adults. <i>Social work</i>, 62(1), 73-76.</p> <p>Price, J. (2011). <i>Naked at our age: Talking out loud about senior sex</i>. Seal Press. Chapters 15 and 20.</p>
<p>5 Feb 1</p>	<p>Disability Aging</p>	<p>Bower, K. L., Morrissey Stahl, K. A., Seponski, D., &amp; Lewis, D. C. (2021). Intimate expression during the end of life: Considerations for practitioners working with sexual and gender minority older adults. In S. J. Dodd (Ed.) <i>The Routledge International Handbook of Social Work and Sexualities</i>.</p> <p>Guest, M. A. (2021). Sexual and gender identity in older age. In S. J. Dodd (Ed.) <i>The Routledge International Handbook of Social Work and Sexualities</i>.</p> <p>Ballan, M.S. (2008). Disability and Sexuality within Social Work</p>

		<p>Education in the USA and Canada: The Social Model of Disability as a Lens for Practice, <i>Social Work Education</i>, 27(2), 194-202, DOI: 10.1080/02615470701709675'</p> <p>Rainbow Rehabilitation Centers. (2010). Disability and Barriers to Sexual Expression. <a href="https://www.rainbowrehab.com/RainbowVisions/article_downloads/articles/art-sp10-clinical_sexexp.pdf">https://www.rainbowrehab.com/RainbowVisions/article_downloads/articles/art-sp10-clinical_sexexp.pdf</a></p> <p>Silverberg, C., &amp; Kaufman, M. (2016). <i>The ultimate guide to sex and disability: For all of us who live with disabilities, chronic pain, and illness</i>. Cleis Press. Chapter 6</p> <p>Listen to one Disability After Dark Podcast Episode (of your choice): <a href="http://www.andrewgurza.com/podcast">http://www.andrewgurza.com/podcast</a></p>
<p>6 Feb 8</p>	<p>Sex Therapy</p>	<p>Althof, S. E., Rosen, R. C., Perelman, M. A., &amp; Rubio-Aurioles, E. (2013). Standard operating procedures for taking a sexual history. <i>The journal of sexual medicine</i>, 10(1), 26-35.</p> <p>Bloomquist, K., &amp; Sprankle, E. (2019). Sex worker affirmative therapy: conceptualization and case study. <i>Sexual and Relationship Therapy</i>, 1-17.</p> <p>Iasenza, S. (2010). What is queer about sex?: Expanding sexual frames in theory and practice. <i>Family process</i>, 49(3), 291-308.</p> <p>Rutter, P. A. (2012). Sex therapy with gay male couples using affirmative therapy. <i>Sexual and Relationship Therapy</i>, 27(1), 35-45.</p> <p>Spencer, K. G. &amp; Vencill, J. A. (2017). Body Beyond: A pleasure-based, sex-positive group therapy curriculum for transfeminine adults. <i>Psychology of Sexual Orientation and Gender Diversity</i>, 4, 392-402.</p> <p>Turner, G. W. (2021). Sex therapy: Social workers' potential as sexuality experts. In S. J. Dodd (Ed.) <i>The Routledge International Handbook of Social Work and Sexualities</i>.</p>

<p>7 Feb 15</p>	<p>Sexual Trauma Sexual Coercion IPV</p> <p><b>Interview with Sexuality Social Worker DUE</b></p>	<p>Bryant-Davis, T., Chung, H., &amp; Tillman, S. (2009). From the margins to the center: Ethnic minority women and the mental health effects of sexual assault. <i>Trauma, Violence, &amp; Abuse, 10</i>(4), 330- 357.</p> <p>Edleson, J. L., Lindhorst, T., &amp; Kanuha, V. K. (2015). <i>Ending gender-based violence: A grand challenge for social work</i> (No. 15). Working Paper.</p> <p>Silverberg, C., &amp; Kaufman, M. (2016). <i>The ultimate guide to sex and disability: For all of us who live with disabilities, chronic pain, and illness</i>. Cleis Press. Chapter 13</p> <p>Yerke, A. F., &amp; DeFeo, J. (2016). Redefining intimate partner violence beyond the binary to include transgender people. <i>Journal of family violence, 31</i>(8), 975-979.</p>
<p>8 Feb 22</p>	<p>Reproductive Justice Abortion</p>	<p>Begun, S., Kattari, S. K., McKay, K., Ramseyer Winter, V., &amp; O'Neill, E. (2017). Exploring US social work students' sexual attitudes and abortion viewpoints. <i>The Journal of Sex Research, 54</i>(6), 752-763. doi: 10.1080/00224499.2016.1186586</p> <p>Blank, H. (2011). <i>Big big love, revised: A sex and relationships guide for people of size (and those who love them)</i>. Celestial Arts. Chapter 5</p> <p>Reproductive Justice Briefing Book: <a href="https://www.law.berkeley.edu/php-programs/courses/fileDL.php?fID=4051">https://www.law.berkeley.edu/php-programs/courses/fileDL.php?fID=4051</a></p> <p>Guttmacher Institute. (2021, June 14) 2021 is on track to become the most devastating antiabortion state legislative session in decades. <a href="https://www.guttmacher.org/article/2021/04/2021-track-become-most-devastating-antiabortion-state-legislative-session-decades">https://www.guttmacher.org/article/2021/04/2021-track-become-most-devastating-antiabortion-state-legislative-session-decades</a></p>
<p><b>SPRING BREAK – MARCH 1</b></p>		
<p>9 Mar 8</p>	<p>Sex Work Pornography</p>	<p>Chapters from Coming Out Like A Porn Star</p> <ol style="list-style-type: none"> <li>1) How to Come Out Like a Porn Star: An Introduction (by Jiz Lee)</li> <li>2) Coming Out About Porn From Inside Oppression (by Ignacio G. Rivera aka Papi Coxxx)</li> <li>3) Reveal All, Fear Nothing: Raising a Feminist (by Madison Young)</li> </ol> <p>Panichelli, M., Wahab, S., &amp; Saunders, P. (2015). Queering whiteness: unpacking privilege within the US sex worker rights movement. In <i>Queer Sex Work</i> (pp. 258-268). Routledge.</p>

		<p>Sankofa, J. (n.d.). From margin to center: Sex work decriminalization is a racial justice issue. Retrieved from <a href="https://www.amnestyusa.org/from-margin-to-center-sex-work-decriminalization-is-a-racial-justice-issue/">https://www.amnestyusa.org/from-margin-to-center-sex-work-decriminalization-is-a-racial-justice-issue/</a></p> <p>SWOP. (n.d.). A guide to choosing a sex worker-affirmative therapist.</p> <p>TedTalk: The Laws that Sex Workers Really Want <a href="https://www.ted.com/talks/juno_mac_the_laws_that_sex_workers_really_want?language=en">https://www.ted.com/talks/juno_mac_the_laws_that_sex_workers_really_want?language=en</a></p>
10 Mar 15	<p>Kink and BDSM Fetishes</p> <p><b>Journal #1 DUE</b></p>	<p>Lindemann, D. (2011). BDSM as therapy?. <i>Sexualities, 14</i>(2), 151-172.</p> <p>Williams, D. J. (2013). Social work, BDSM and vampires: Toward understanding and empowering people with non-traditional identities. <i>Canadian Social Work, 15</i>(1), 10-24.</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>.</p> <p>Mulé, N. J. (2021). Regulation of kink and BDSM: Pathologization through diagnostic tools. In S. J. Dodd (Ed.) <i>The Routledge International Handbook of Social Work and Sexualities</i>.</p>
11 Mar 22	<p>Non-Monogamy, Relationship Anarchy, and Polyamory</p> <p><b>Group Presentations</b></p>	<p>Henrich, R., &amp; Trawinski, C. (2016). Social and therapeutic challenges facing polyamorous clients. <i>Sexual and Relationship Therapy, 31</i>(3), 376-390.</p> <p>Andres, M. (2021). What the heart wants: Polyamory, compersion and monogamish arrangements. In S. J. Dodd (Ed.) <i>The Routledge International Handbook of Social Work and Sexualities</i> (pp 134-148). Routledge.</p> <p>Listen to a Polyamory Weekly Podcast (of your choice). <a href="http://polyweekly.com/category/podcast/">http://polyweekly.com/category/podcast/</a></p>
12 Mar 29	<p>Policy</p> <p><b>Group Presentations</b></p>	<p>Cameron-Lewis, V., &amp; Allen, L. (2013). Teaching pleasure and danger in sexuality education. <i>Sex Education, 13</i>(2), 121-132.</p> <p>Cruse, K. (2014). History of Forced Sterilization and Current U.S. Abuses. Retrieved from <a href="https://www.ourbodiesourselves.org/book-excerpts/health-article/forced-sterilization/">https://www.ourbodiesourselves.org/book-excerpts/health-article/forced-sterilization/</a>.</p> <p>Gutmacher Institute. (2021). Insurance coverage of contraceptives.</p>



		<p><a href="https://www.guttmacher.org/state-policy/explore/insurance-coverage-contraceptives">https://www.guttmacher.org/state-policy/explore/insurance-coverage-contraceptives</a></p> <p>Guttmacher Institute. (2019). Promiscuity Propaganda: Access to Information and Services Does Not Lead to Increases in Sexual Activity. <a href="https://www.guttmacher.org/gpr/2019/06/promiscuity-propaganda-access-information-and-services-does-not-lead-increases-sexual">https://www.guttmacher.org/gpr/2019/06/promiscuity-propaganda-access-information-and-services-does-not-lead-increases-sexual</a></p> <p>SIECUS. (2021). 2021 State of Sex Education Legislative Overview. <a href="https://siecus.org/wp-content/uploads/2021/01/SIECUS-2021-State-of-Sex-Ed-Legislative-Overview.pdf">https://siecus.org/wp-content/uploads/2021/01/SIECUS-2021-State-of-Sex-Ed-Legislative-Overview.pdf</a></p> <p>Mulé, N. J. (2021). Sexing and genderizing policy: Moving beyond binaries and normatives. In S. J. Dodd (Ed.) <i>The Routledge International Handbook of Social Work and Sexualities</i>.</p>
13 Apr 5	<p>Activism Journal #2 DUE</p> <p><b>Group Presentations</b></p>	TBA
14 Apr 12	<p>Debrief Next Steps</p> <p><b>Group Paper DUE</b></p>	TBA

c. Assignments

**Participation:** 20% (200 points)

**Sexual Self Story:** 15% (150 points)

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

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

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

Submission of Assignments

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

## **Sexual Self Story – 15%**

DUE – January 18 at 6pm

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

Papers must be evident of both thoroughness and thoughtfulness. Students are expected to put time and effort into this assignment. It is important that students answer the prompts honestly. I am the only one who will be reading this assignment. This is an opportunity for students to consider what their answers reveal about who they are and how this shapes them as a person and a future social worker or educator.

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

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

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

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

1. Introduce yourself. Write ~1 page about who you are; where you are from, where you grew up, etc. Consider how you might introduce yourself to a new roommate. What are the important things you think they need to know about who you are and the identities you hold?
2. WHAT are the messages you have been given around sexuality? This might include topics of when someone should have sex, who they should have sex

with, what gender is (or is not), who people should love, access to sexual health care, access to abortion, kink, non-monogamy, sex work, sexuality as intersecting with other identities (race, disability, religion, etc.), and so on. WHERE did these messages come from (family, friends, peers, teachers, ads, media, etc.)? How did you FEEL about those messages when you got them? How do you FEEL about those messages now?

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

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

Criteria	Exemplary Performance	Points (150 each)
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<b>Authenticity</b>	Paper/video represents the author's ideas, thoughts, or conclusions accurately, fairly, and eloquently. It is authentic to the author and their own experiences, and not regurgitating thoughts already shared in the class or from others. It shows willingness to be self-reflexive and vulnerable. It moves beyond simply recitation of facts and identities.	<b>100</b>
<b>Clarity and Presentation</b>	Paper/video consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames first- person perspective in the text. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1" margins), and written in full sentences, reaching minimum page length. There are virtually no spelling or grammatical errors.	<b>50</b>
<b>Total</b>		<b>150</b>

\*Modified from Eberly Center for Teaching Excellence

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

DUE – February 22 and April 5 at 6pm

You will write 2-4 page long journal entries **two times** throughout the semester in response to the readings, activities, videos, course content, & guest speakers reflecting on personal values, ethics, perspectives, biases, and reactions to engaging with different identity groups, individuals, and potential clients, as well as different frameworks, interventions, and theories. Each entry should be self-reflective and written in first person; you will not lose points for acknowledging concerns, biases, privileges, apprehensions, etc. Rather, you are asked to be honest and forthright about your response to the class and its content. If readings are mentioned, they should be cited – additional citations are not required. These are due before class begins on their due date (but can be submitted early) and should be submitted through Canvas. Only I will be reading these journal entries (they will not be shared with the class).

<b>Criteria</b>	<b>Exemplary Performance</b>	<b>Points (100 each)</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), 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.	<b>40</b>

<b>Argument</b>	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.	<b>40</b>
<b>Clarity and Presentation</b>	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.	<b>20</b>

\*Modified from Eberly Center for Teaching Excellence

### **Interview with Sexuality Focused Social Worker – 15%**

DUE – February 15 at 6pm

For this assignment, please interview a current social worker (MSW and/or PhD in social work) who has done work in the sexuality field. This includes therapists, political folks, researchers, educators, and others. A list will be provided of folks willing to talk to you/be interviewed, although you are also welcome to reach out to others if you would prefer. This assignment must be completed by its due date, no extensions given, so please do not wait until the last minute.

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

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

**Expectations:** The ideal paper will be approximately two (2) pages, Times New Roman or Arial, 12-point font, double spaced, 1" margins, and offer a self-reflexive

look at your own practice based on your interview and what your professional said. Make sure to use the correct name, pronouns, and title of the person you interviewed.

<b>Criteria</b>	<b>Exemplary Performance</b>	<b>Points (150 each)</b>
<b>Authenticity</b>	Accompanying paper represents the author’s ideas, thoughts, or conclusions accurately, fairly, and eloquently. It is authentic to the author and their own experiences, and not regurgitating thoughts already shared in the class or from others. It shows willingness to be self-reflexive and to connect knowledge from the community with their own current and future practice.	<b>100</b>
<b>Clarity and Presentation</b>	Accompanying consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames first-person perspective in the text. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1” margins), and written in full sentences, reaching minimum page length. There are virtually no spelling or grammatical errors. Interviewees pronouns are correctly used.	<b>50</b>
<b>Total</b>		<b>150</b>

\*Modified from Eberly Center for Teaching Excellence

### **Group Presentation and Paper– 30%**

DUE – Presentations will be March 22, March 29, and April 5. Papers due April 12 at 11:59pm

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

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

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

Presentations may not be longer than 45 minutes. There should be a visual component (poster, Powerpoint, Prezi, etc.), and all images should include a description for accessibility. The last screen of the presentation will include a reference list of the articles and references used.

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

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

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

Presentation:

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

<b>Clarity and Presentation</b>	Team presented a clear presentation that was well-organized and easy to follow. Team responded to questions from classmates and instructor well.	<b>50</b>
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\*Eberly Center for Teaching Excellence

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

d. Attendance and class participation

**Participation – 20%**

DUE – April 12, 11:59pm

Participation is broadly defined. Participation refers showing up to class (in a timely manner), asking questions, applying course concepts to questions about your own experiences, contributing to the learning of others, participating in online discussions, providing accurate and respectful feedback to others, identifying any unique learning needs or problems to the professor, and utilizing office hours/email



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

<b>Criteria</b>	<b>Exemplary Performance</b>	<b>Points (200 max)</b>
<b>Frequency of participation in class</b>	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.	<b>60</b>
<b>Quality of comments</b>	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.	<b>70</b>
<b>Listening Skills</b>	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.	<b>70</b>
<b>Total</b>		<b>200</b>

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Please refer to the following link for the [Policy on Class Attendance](#) found in the MSW Student Guide.

e. Grading

Please see the following SSW Policies related to grading:

[Grades in Academic Courses and in Field Instruction](#)

[Student Grievance procedures](#)

[policy for grading in special circumstances](#)

During these unusual times, it is understandable that some assignments may be late. Please email me if you have a concern about turning in an assignment on time. Assignments must be uploaded into the Canvas Dropbox.

Grades are assigned as follows:

<b>A = 93-100%</b>	<b>B+ = 87-89%</b>	<b>C+ = 77-79%</b>	<b>D+ = 67-69%</b>
<b>A- = 90-92%</b>	<b>B = 83-86%</b>	<b>C = 73-76%</b>	<b>D = 60-66%</b>
	<b>B- = 80-82%</b>	<b>C- = 70-72%</b>	<b>F = 0-59%</b>

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published, or distributed to others, in whole or in part, without the written consent of the instructor.

Additional information on class recordings can be found at this link: [Recording and Privacy Concerns FAQ](#)

g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). I also encourage you to review

the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

#### h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

### **Inclusivity Policy**

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

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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*

**\*\*\*Have a great semester!\*\*\***