DESCRIPTION OF COURSE CONTENT
The course reviews various life experiences, challenges and psychosocial theories affecting lesbian, gay, bisexual, and transgender persons. It also identifies social work interventions for these populations. The course relates to and advances the program objectives by the assessment of a LGBTQ person with evidence-informed material, making decisions of what material best assesses this person, addressing the ethics of working with LGBTQ individuals, couples, and families, distinguishing differences and commonalities between different groups such as ethnic and racial LGBTQ persons, and a life-long learning plan. Prerequisite: SOCW 5301 and SOCW 5317 or advanced standing status.

The course addresses the following MSSW direct practice concentration educational objectives:

Children and Family
✓ Demonstrate an understanding of race, gender, sexual orientation, ability, culture, and other client characteristics, in conducting culturally sensitive, competent, and ethical social work practice.
✓ Demonstrate an understanding of race, gender, sexual orientation, ability, culture, and other client characteristics, in conducting culturally sensitive, competent, and ethical social work practice.
✓ Plan for life-long learning and activities to update and improve professional knowledge and skills.

Mental Health
✓ Develop and apply appropriate, evidence-informed, empowerment-based intervention plans with mental health clients.
✓ Critically analyze theoretical models of micro practice to challenge societal oppression and discrimination, as well as for decision-making in practice.
Demonstrate ability to integrate micro and macro practice into the delivery of services to mental health clients to enhance client well-being through knowledge of policy, generalist macro practice, and research.

STUDENT LEARNING OUTCOMES
The advanced competencies addressed are:

1. Students will examine the theories, concepts, and empirically-based knowledge presented in the course.

2. Students will translate course knowledge into applications to LGBTQ persons.

3. Students will illustrate pertinent psychological, social, cultural, and environmental factors from observations of LGBTQ persons.

4. Students will explain similarities and differences between ethnic minority and Caucasian lesbian and gay couples and between heterosexual and lesbian and gay couples.

5. Students will describe in their own words what their views are of LGBTQ persons of different races, ethnicity, national origin, social class, religion, and physical or mental ability.

6. Students will distinguish among the NASW Code of Ethics and values which ones relate directly to human diversity and regard for worth and dignity of all persons. They will assess and discuss how they view these requirements for all social workers.

7. Students will plan for further knowledge development about LGBTQ persons.

REQUIRED TEXTBOOK

Note: Additional materials assigned will be posted on Blackboard.

COURSE OUTLINE
I. Personal values and perspectives
II. Social Work Values, Ethics and Principals for Practice
III. History, Context, Concepts
IV. Oppression
V. Sexual and Gender Identity Development
VI. Self-determination and Outness
VII. Relationships: Friends, Partners / Families and Children
VIII. Society and Culture
IX. Public Policy, Advocacy and Affirmative Practice
### DESCRIPTIONS OF MAJOR ASSIGNMENTS AND PROJECTS

<table>
<thead>
<tr>
<th>Assignments &amp; Projects</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Papers (8)</td>
<td>Write and turn in eight reflection papers on the readings, in-class content and discussions (including online discussions). Critical analysis and personal perspectives are required. The writings will not be summaries of the discussed materials. (1 page: Times New Roman 12, 1 ½ line spacing and 1” margins on 4 sides).</td>
</tr>
<tr>
<td>Case Study</td>
<td>Write a case study on a LGBTQI person in groups (3 - 4 students). The guide for the case study will be available on Blackboard. Minimum of 10 and maximum of 12 pages (Times New Roman 12, double space and 1” margins on 4 sides).</td>
</tr>
<tr>
<td>Lifelong Learning Plan</td>
<td>Write on how this course has impacted your perspectives and present how you will continuously acquire further knowledge and consciousness about LGBTQI persons. Minimum of 2 and maximum of 3 pages (Times New Roman 12, double space and 1” margins).</td>
</tr>
</tbody>
</table>

### GRADING POLICY

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

All assignments and projects are not accepted past due date. An Incomplete (“I”) grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student’s work in the course is passing quality. A request, for an “I”, must be discussed with the instructor prior to final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades. For MSSW students, approval of an Incomplete grade must be in writing and signed by the instructor and the student. A copy of the contract is to be filed with the MSSW office.

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.

<table>
<thead>
<tr>
<th>Assignments &amp; Projects</th>
<th>Value</th>
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<tbody>
<tr>
<td>Case Study</td>
<td>100 pts.</td>
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<tr>
<td>Reflection Papers (8)</td>
<td>80 pts.</td>
</tr>
<tr>
<td>Lifelong Learning Plan</td>
<td>20 pts.</td>
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<tr>
<td><strong>Total pts.</strong></td>
<td><strong>200 pts.</strong></td>
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</tbody>
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#### Final Grade Calculation

- A= 180 - 200
- B= 160 - 179
- C= 140 - 159
- D= 120 - 139
- F= 119 and below

#### GRADE GRIEVANCES

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog. For graduate courses, see [http://www.uta.edu/gradcatalog/2012/general/regulations/#grades](http://www.uta.edu/gradcatalog/2012/general/regulations/#grades).
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Assignments and Projects Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17</td>
<td><strong>Syllabus Overview &amp; Introduction to the Course</strong>&lt;br&gt;Morrow &amp; Messinger (M&amp;M): Chap. 1</td>
<td></td>
</tr>
<tr>
<td>February 21</td>
<td><strong>Gender Identity Development (cont.)</strong>&lt;br&gt;</td>
<td>Reflection 4: Gender Identity Development</td>
</tr>
<tr>
<td>March 7</td>
<td><strong>Self-determination and “Coming Out”</strong>&lt;br&gt;M&amp;M Chap. 6&lt;br&gt;Further readings:&lt;br&gt;Orne, J. (2011). You will always have to “out” yourself: Reconsidering</td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Topic</td>
<td>Assignments and Projects Due date</td>
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<tr>
<td>March 14</td>
<td><strong>Spring Break (March 11-15)</strong></td>
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<tr>
<td>March 21</td>
<td>Religion and Spirituality</td>
<td>Reflection 5: Outness (March 10)</td>
</tr>
<tr>
<td>March 28</td>
<td>Support for Families</td>
<td>Reflection 6: Religion and Spirituality</td>
</tr>
<tr>
<td>April 4</td>
<td>Gay and Lesbian Relationships and Families</td>
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<tr>
<td>April 11</td>
<td>Bisexual &amp; Transgender Relationships and Families</td>
<td>Reflection 7: Partner Relationships and Family</td>
</tr>
<tr>
<td>April 18</td>
<td>Public Policies: Family, Health, Employment and Others</td>
<td>Reflection 8: Public Policies</td>
</tr>
<tr>
<td>April 25</td>
<td>Advocacy and Practice</td>
<td>Submit Written Report on Case Study April 28</td>
</tr>
<tr>
<td>May 2</td>
<td>Case Study Presentations</td>
<td>Submit Lifelong Learning Plan May 8</td>
</tr>
</tbody>
</table>

“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.” – Marta A. Mercado-Sierra
FINAL REVIEW WEEK
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled (May 2, 2013). In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

ATTENDANCE
Regular attendance for entire class periods is expected. Students are expected to be on time and stay until the completion of the class. Three absences results in no credit for the course.

OTHER REQUIREMENTS
✓ Students are to complete all reading assignments and participate in class. It is required that all students access their Blackboard accounts weekly to access announcements and course materials posted by the instructor. The students will also need to upload assignments and communicate with their peers and instructor throughout the semester on Blackboard.
✓ All students are required to have an appropriate laptop/netbook for classroom use when required.
✓ The students will need to make arrangements to meet beyond regular class periods in small groups to work on the case study.
✓ Some of the meetings and discussions for this project should be held on Blackboard.
✓ APA Style (http://www.apastyle.org, http://www.uta.edu/owl/citation.htm) is required for all papers submitted in this course.
✓ The use of cell phones: texting, emailing and net surfing is prohibited while in class (this includes on itouch and netbooks).

EXPECTATIONS FOR OUT-OF-CLASS STUDY
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, group meetings, projects, etc.

DROP POLICY
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao). Final Drop Date: March 29, please verify with updated UTA academic calendar.
AMERICANS WITH DISABILITIES ACT
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

ACADEMIC INTEGRITY
All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

    I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.
    I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

STUDENT SUPPORT SERVICES
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

ELECTRONIC COMMUNICATION
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.
STUDENT FEEDBACK SURVEY
At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

WRITING RESOURCE
Writing Resource Coordinator: Dr. Chris Kilgore
School of Social Work
Building A, Room 201F
Email: ChrisKilgore@uta.edu

LIBRARY SUPPORT
The Social Service Librarian: John Dillard
School of Social Work
Building A, Room 111
Telephone: 817.272.7518
Email: dillard@library.uta.edu
Homepage: http://libguides.uta.edu/profile.php?uid=1455
UTA Library’s main page: http://library.uta.edu