

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Numbers: SW 360K/393U, WGS 345/393

Unique Numbers: 65305, 65705, 48775, 48915

Office Number: SSW 3.130K

Semester: Fall 2008

Office Phone: 471-6266

Meeting Time/Place: Wed 8:30-11:30/SSW 2.130

Office Hours: 11:30-12:30 & by appt.

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**GAYS AND LESBIANS IN AMERICAN SOCIETY: POLICY AND PRACTICE ISSUES (ELECTIVE)
* CROSS-LISTED WITH WOMEN'S AND GENDER STUDIES**

I. Standardized Course Description

Gays and lesbians constitute an important presence in American society. Yet, the gay and lesbian population is confronted with a system of cumulative inequality, due in part to its small numbers, geographic dispersion, and prejudiced societal attitudes. The result is that gays and lesbians face serious issues related to lack of legal protection, violence, and limited political representation, and are denied full participation and access to resources in a wide range of social institutions, including family life, religion, education, employment, recreation, the military, and many others. Research shows that this social environment places gays and lesbians at increased risk of isolation, poor school performance, mental health problems, and even suicide. The complexity of the problems facing gays and lesbians has important implications for social work practice to develop productive strategies to combat discrimination and oppression, both in terms of policy and direct practice approaches. Given that gays form a cross-section of the population, encompassing gay, lesbian, bisexual, and transgender people and their families, social workers come in contact with this group in all fields of practice. This course provides a broad interdisciplinary knowledge-base on gay and lesbian issues in social work and integrates content on social policy and identity formation. In addition, the course demonstrates the application of this knowledge to core social work skills in both policy and direct practice interventions with this population. Note: This course can count towards the *Bridging Disciplines Program* (see <http://www.utexas.edu/ugs/bdp/>).

II. Standardized Course Objectives

At the end of this course, students will be able to:

1. Critically analyze societal views toward homosexuality and the sources of these views, including religion, the media, the medical and mental health systems, and the educational system;
2. Synthesize knowledge on the social and political marginalization of gays and lesbians, and trace the historical and contemporary movement for gay and lesbian rights grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression;

3. Identify key components of gay identity development across the life span, including the coming out process, relationship and family formation, and aging, and identify content on the relationships between human behavior and social environments;
4. Demonstrate knowledge of social work's role in practice and policy issues with gays and lesbians, including values and ethical concerns in social work;
5. Apply knowledge on gays and lesbians to core social work skills in policy practice in order to advocate for nondiscriminatory social and economic systems, with a focus on policy analysis, advocacy and public education, and agenda-setting;
6. Apply key components of gay affirmative practice in clinical intervention and identify its relationship to the core values of social work practice.

III. Teaching Methods

This class is conducted using a seminar format. Students are expected to be prepared to discuss assigned topics. The primary teaching approach in this seminar will be collaborative learning. In general, each meeting will include a combination of case studies, videos, guest lectures, and formal presentation of material. Assigned readings are for the class session in which they are listed in the syllabus. The major criteria for student evaluation will be based on weekly reflection papers to the assigned readings, class discussions, and a major assignment described below.

Course Content and Organization

This course approaches gay, lesbian, bisexual, and transgender (GLBT) studies by integrating identity and policy issues. Based on social work's person-in-environment framework, it is taught from the premise that "the personal is political," that individual life chances are intrinsically affected by the social and political context. Thus, the course provides an in-depth analysis of GLBT concerns from three levels: policy, organizational, and individual. Theoretical frameworks for understanding problems at each level are defined and applied, as well as integrated across all levels. Following this model, we also include an analysis of strategies for policy reform and organizational change. In addition, we examine approaches for providing competent professional services to gay, lesbian, bisexual, and transgender youths and adults within health and human service organizations, schools, and other settings. The course is organized as follows:

- Gay identity in the contemporary social context: identity politics/political identity and the social construction of homosexuality; GLBT social and political marginalization and voices of resistance; identity over the life span (coming out, adolescence, adulthood, aging)
- Policy and institutional issues and reform: the historical and contemporary movement for gay and lesbian rights; conditions for social change from a global perspective
- Organizational barriers and strategies for change: models of organizational change
- Clinical practice interventions: an overview of issues related to clinical practice with GLBT people; cultural competency and gay affirmative practice

IV. Required and Recommended Texts and Materials

Texts

Chernin, Jeffrey N., & Johnson, Melissa R. (2003). *Affirmative Psychotherapy and Counseling for Lesbians and Gay Men*. Thousand Oaks: Sage.

Currah, Paisley, Juang, Richard M., Minter, Shannon Price. (2006). *Transgender Rights*. Minneapolis: University of Minnesota Press.

Diaz, Rafael M. (1998). *Latino Gay Men and HIV: Culture, Sexuality, and Risk Behavior*. NY: Routledge.

Selected Readings (Available on Blackboard)

Allegra, Donna. (1997). Lavender Sheep in the Fold. In Lisa Moore (Ed.), *Does Your Mama Know? An Anthology of Black Lesbian Coming Out Stories* (pp. 149-160). Decatur, GA: Redbone Press.

American Psychological Association Council of Representatives (2000, February). *Guidelines for Psychotherapy With Lesbian, Gay, and Bisexual Clients*. Washington D.C.: American Psychological Association. Available: <http://www.apa.org/pi/lgbc/guidelines.html>

Appleby, George A. & Anastas, Jeane. W. (1998). Homophobia and Heterosexism: Understanding the Context of Gay, Lesbian, and Bisexual Lives. In George A. Appleby & Jeane W. Anastas (Eds.), *Not Just a Passing Phase: Social work with Gay, Lesbian, and Bisexual People* (pp. 3-43). New York: Columbia University.

Balsam, Kimberly F. & Jonathan J. Mohr. (2007). Adaptation to Sexual Orientation Stigma: A Comparison of Bisexual and Lesbian/Gay Adults. *Journal of Counseling Psychology*, 54(3), 306-319.

Cahill, Sean, Mitra Ellen & Sarah Tobias. (2000). *Family Policy: Issues Affecting Gay, Lesbian, Bisexual and Transgender Families*. New York: The National Gay & Lesbian Task Force. Available: http://www.thetaskforce.org/reports_and_research/family_policy

Cohen, Harriet L., Yolanda C. Padilla & Veronica C. Aravena. (2006). Psychosocial Support for Families of Gay, Lesbian, Bisexual, and Transgender People. In Deana F. Morrow & Lori Messinger (Eds.), *Sexual Orientation and Gender Identity in Social Work Practice* (pp.153-176). Columbia University Press.

Congregation for the Doctrine of the Faith. (2003). *Considerations Regarding Proposals to Give Legal Recognition to Unions Between Homosexual Persons* (Catholic Document, 661-869-1000). Rome, Italy: Offices for the Congregation for the Doctrine of the Faith. Available: <http://www.catholic.org/featured/headline.php?ID=301>

Epstein, Stephen (1998). Gay and Lesbian Movements in the United States. In Barry D. Adam, Jan W. Duyvendak & Andre Krouwel, *The Global Emergence of Gay and Lesbian Politics*. Philadelphia: Temple University Press.

Green, John C. (2000). Antigay: Varieties of Opposition to Gay Rights. In Craig Rimmerman, Kenneth D. Wald & Clyde Wilcox (Eds.), *The Politics of Gay Rights* (pp. 121-138). Chicago: University of Chicago Press.

Harry Benjamin International Gender Dysphoria Association (HBIIGDA). (2001). *Standards of Care for Gender Identity Disorder*, (6th version). Available: <http://www.hbigda.org/soc.cfm>

Lively, Scott. (n.d.) *Why and How to Defeat the "Gay" Movement*. CA: Abiding Truth Ministries. Citrus Heights, CA: Abiding Truth Ministries. Available: http://www.defendthefamily.com/_docs/resources/1056550.pdf

Morrow, Deana F. (2006). Sexual Orientation and Gender Identity Expression. In Deana F. Morrow and Lori Messinger (Eds.), *Sexual Orientation and Gender Identity in Social Work Practice* (pp. 4-17). New York: Columbia University Press.

NASW National Committee on Lesbian, Gay, and Bisexual Issues. (2000, January). *Position Statement: "Reparative" and "Conversion" Therapies for Lesbians and Gay Men*. Available: <http://www.socialworkers.org/diversity/lgb/reparative.asp>

Ontario Consultants on Religious Tolerance. (2007). Current Policies of Faith Groups Towards Homosexuality in *Religious Groups' Policies & Beliefs About Homosexuality*. Available: http://www.religioustolerance.org/hom_chur.htm#menu

Russell, Thaddeus (2008). The Color of Discipline: Civil Rights and Black Sexuality. *American Quarterly*, 60(1), 101-128.

Sullivan, Andrew (1997). Alone Again, Naturally. In Michael Lowenthal (Ed.) *Sex, Spirit, Community: Gay Men at the Millennium* (pp. 107-121). New York: Tarcher/Putnam.

Vaid, Urvashi. (1996). Virtual Equality in *Virtual Equality: The Mainstreaming of Gay and Lesbian Liberation* (pp. 1-34). New York: Anchor Books.

V. Course Requirements

- 1. Weekly Reflection Papers/Class Discussion 45%
50 points Participation in Discussion + 50 points Reflection Paper
Grading criteria for Reflection Papers: 50 points - in-depth critical analysis; 35 - lacks comprehensiveness; 25 - sketchy, superficial, or LATE. Students may drop 2 weekly grades in case of an emergency, not including special workshops/events.
- 2. Clinical Assessment 20%
- 3. Community/Skills Building Project 35%

GRADUATE GRADING SCALE	UNDERGRADUATE GRADING SCALE
100 - 94 = A, 93 - 90 = A-	100 - 90 points = A
89 - 87 = B+, 86 - 84 = B, 83 - 80 = B-	89 - 80 points = B
79 - 77 = C+, 76 - 74 = C, 73 - 70 = C-*	79 - 70 points = C
69 - 67 = D+, 66 - 64 = D, 63 - 60 = D-	69 - 60 points = D
59 and below = F	59 and below = F
* Class failed/no credit if 73 or below	* Class failed/no credit if below 70

A = Assignments exceed expectations.
 B = Assignments meet expectations.
 C = Assignments meet basic expectations, but lack depth, critical analysis, organization.
 D and below = Assignments fail to meet expectations (requirements).

1. Reflection Papers/Class Discussion Based on Readings

A major portion of class work will be based on collaborative learning group discussion. Students will get into groups and discuss a selected issue related to the readings. Each group will select a scribe, who will take notes from the group discussion and present those points in a class-wide discussion.

In preparation for this class activity, students will be required to write a short Reflection Paper to the readings for selected weeks. The paper should be 2½–3 typed pages long (or the equivalent hand-written pages). Write about things that stand out for you in the readings: things that are new to you, that you disagree/agree with, or that you find troublesome or thought-provoking. If you read something that you do not like or agree with, suggest alternatives. Discuss the complexity of the issues: be sensitive to tensions, contradictions, controversies, consistencies/inconsistencies, paradoxes, overlapping ideas. Consider issues from various points and insert your voice in the discussion. Support your arguments with specifics from the readings (refer to specific readings). Make things relevant: give information and explain why it is meaningful. Show a sense of direction: promise to discuss certain things and give a roadmap.

The paper is a combination of a formal analysis (preferably using third person) and your own reflections. Your comments should be directly grounded in the readings. That is, you should directly and explicitly refer to the readings and indicate the source of specific points that you bring up. (For example, “According, to Lipkin, the major issues affecting schools are...”). The Reflection Paper should be written in the form of an essay (rather than in the form of a list or outline). Your grade will be based on the extent to which your reflection papers reflect a careful examination of the themes in the assigned readings. For tips on how to write reflection papers, see http://writing_center.agnesscott.edu/handouts/35.pdf.

Please note that we have no exams. Thus, this part of the course work is the core of your learning in this class. So please take the weekly readings, the preparation of your weekly Reflection Papers, and class participation seriously. The main purpose of writing the Reflection Papers is to be prepared for class. Therefore, late reflection papers will only receive partial credit.

Heading for the Reflection papers: Name, date, Reflection Paper #X, Theme of the Week.

Review GLBT News Updates.

In addition to the readings, students are expected to draw on current developments for weekly class discussion and reflection papers. In addition to newspapers and other news sources, see Web Resources: GLBT News Sites under Section VIII of this syllabus for a list of GLBT news web sites providing daily and weekly updates via Email.

2. Clinical Assessment

The purpose of this paper is to integrate the clinical content of this course from the lectures and readings and apply it to a fictional character. You will select one of the characters in an assigned film to be the focus of your paper. Assume the role of the character’s therapist and answer the questions below. Use examples from the film and the literature to support your answers. The paper should be 5-7 pages in length, double-spaced. Please organize your paper according to the following themes/sections and use subheadings for each of the sections.

The Client's Presenting Issues and Resources

- What are the issues that you see this person facing?
- What are the known resources (in the movie) that might be useful to this person?
- What resources would be useful that aren't in the community?

Therapeutic Modalities

- Of the issues you see the person facing, which ones would you see as being appropriate for therapy?
- What therapeutic modalities would you suggest for this client to work in (individual, couples, family and/or group)? Give reasons why you would suggest each modality?
- What issue would you work on first?
- How would you approach the issue therapeutically?

Professional Issues in Clinical Practice

- What issues do you not feel prepared to handle and how might you prepare yourself?
- What would be important things to remember while working with this client?
- What ethical dilemmas might surface and how would you handle at least one of them?

3. Community/Skills Building Project

The objective of this assignment is two-fold: (a) to give you the opportunity to go into the community and learn about the LGBT population, the issues they face and the resources available to them, and (b) to allow you to expand your skills to work with LGBT-related issues.

Students coming into this elective bring a variety of interests. Therefore, you will have the opportunity to propose a community project that is tailored to your interests and that will help you prepare for the professional goals that you have set for yourself. Below are some sample projects. The project can have either a policy or a clinical focus, and it can address the broad lesbian, gay, bisexual and transgender population as a group, or a sub-group of this population.

You may either work individually or in teams of 2-3 on this project. (Expectations for the level of work will reflect the size of the group.) You will be asked to submit a detailed proposal for approval. For students who are taking this course for graduate credit (SW 395K), the proposed assignment should be commensurate with graduate level work. That is, the project should reflect advanced analytical thinking and a higher level of complexity.

Schedule:

Part 1: Submit 1-page detailed proposal (including a specific proposed product)

Part 2: Submit 1-page progress report and meet with the instructor

Part 3: Submit final product and give in-class presentation

You will be expected to work on your project throughout the semester. Your grade for the community/skills building project will be based on your ability to (a) apply the material learned in the class to the project of your choice, (b) carry out a well-developed project, and (c) submit all parts on time. You should not rely on Internet sources for all your information, but also use scholarly sources, interviews, and information obtained from participation in relevant community events. The final project should include:

- a comprehensive bibliography of all the sources of information you gather for your project, including scholarly references, web sites, brochures, workshops, interviews, etc.

- a 1-page cover sheet of how you developed the project (steps that you took, how you worked with community organizations, and how you divided the tasks by group members, if applicable).

Examples of Projects

Diversity Training: Prepare some form of GLBT diversity training geared to a specific group, such as teachers, counselors, youth, a community group. Use relevant web resources, literature, and direct interviews with applicable organizations to develop the training session. Conduct 15-20 min. training in class & submit a detailed training outline. (Class presentation time may need to be adjusted to accommodate all projects.)

Experiential Project: Volunteer at an agency of your choice that serves LGBT people and help develop a project/product useful for the agency.

Examples of Projects from Previous Classes:

- * a Website on UT GLBTA Resources—adopted by the first *queerut* web page
- * a children's book focusing on coming out to siblings (a first, I think)
- * a handbook for organizing youth for glbt rights,
- * a guide to providing services to glbt homeless,
- * a handbook on working with glbt students for university administrators and faculty,
- * a screen play based on the theme of bisexuality
- * a multi-media presentation for a GLBT youth national conference
- * a practice guide on clinical practice with glbt clients for master's level social work students

VI. Course and University Policies

Course Policies

Use of Blackboard in Class

In this class the professor uses Blackboard – a Web-based course management system with password-protected access at <http://courses.utexas.edu> – to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

Late Work

Assignments submitted after the beginning of class are considered late. No late student oral presentations. Major assignments will be penalized 5 points for each calendar day late.

Style Manual

The *Publication Manual of the American Psychological Association* (APA) is the style manual used by the School of Social Work.

Required University Notices and Policies

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct in Class

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

Documented Disability Statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VII. Course Schedule

UT Queer Events Calendar: <http://www.utexas.edu/diversity/ddce/gsc/calendar.php> *

A. Gay, Lesbian, Bisexual, and Transgender Identity in the Contemporary Social Context

Date	Description	Text/Readings
Aug 27 [1] yp	Welcome & Overview of the Course	
Sept 3 [2]	<i>The Personal is Political: Understanding the Context of Gay, Lesbian, Bisexual, and Transgender Lives</i> Due: Reflection Paper 1	Vaid, Virtual Equality Currah et al., <u>Introduction</u> Appleby & Anastas, Homophobia and Heterosexism: Understanding the Context of GLB Lives 21 st Annual Austin Gay & Lesbian International Film Festival, Sept 3-7 www.agliff.org Queer Students Alliance's Welcome Carnival, Sept 5, 5-8 pm, RecSports Center 2nd Floor Basketball Courts
Sept 10 [3] rl	<i>Identity Formation</i> Due: Reflection Paper 2	Allegra, Lavender Sheep in the Fold Morrow, Sexual Orientation & Gender Identity Expression Chernin et al., <u>Preface</u> ; <u>Chapter 1</u> , Terminology and Identity Development; <u>Chapter 2</u> , Youth, Elderly, Ethnic Minority, and Lesbian/Gay Subcultures
Sept 11 * In lieu of Oct 29 class.	COMMUNITY EVENT (Required) <i>Gender & Sexuality Ctr</i> 5-6:30 pm, UT Main 212 (followed by discussion)	<i>Ending Gender Stereotypes: A New Path to Full Equality</i> <u>Riki Wilchins</u> Executive Director, Gender Public Advocacy Coalition. Author of <i>Read My Lips</i> , <i>GenderQueer</i> , and <i>Queer Theory/Gender Theory</i> . Selected as one of TIME magazine's "100 Civic Innovators for the 21 st Century."
Sept 17 [4] rl	<i>Foundations of Affirmative Psychotherapy</i> PANEL: Life Span Due: Project Proposal Due: Reflection Paper 3	Chernin et al., <u>Chapter 3</u> , Creating the Foundation for Affirmative Psychotherapy; <u>Chapter 4</u> , Affirmative Individual Psychotherapy American Psychological Association, Guidelines for Psychotherapy With Lesbian, Gay, and Bisexual Clients HBIQDA, Standards of Care for Gender Identity Disorder Currah et al., <u>Chapter 14</u> , Undiagnosing Gender

* *Lavender is historically associated with the queer movement. "Lavender Menace" was a term first used in 1969 by Betty Friedan, president of the National Organization for Women (NOW), to describe the belief that lesbians would pose a threat to the women's movement. The name was later reclaimed by a group of radical lesbian feminists who were part of gay rights groups, including NOW and the Gay Liberation Front.*

B. Movements for GLBT Liberation: Political and Personal Dimensions

Sept 24 [5] yp	<i>The GLBT Movement in Political Context</i> VIDEO: <i>After Stonewall</i> (VIDCASS 7911/UGL) Due: Reflection Paper 4	Epstein, United States Currah et al., <u>Chapter 8</u> , Do Transsexuals Dream of Gay Rights?: Getting Real About Transgender Inclusion; <u>Chapter 11</u> , Compliance is Gendered: Struggling for Gender Self-Determination in a Hostile Economy Russell, <i>The Color of Discipline: Civil Rights and Black Sexuality</i>
Oct 1 [6] yp	<i>Legal Implications and Legal Recourse</i> PANEL: Advocacy Organizations Due: Reflection Paper 5	Currah et al., <u>Chapter 2</u> , The Ties that (Don't) Bind: Transgender Family Law and the Un-making of Families; <u>Chapter 4</u> , Pursuing Protection For Transgender People Through Disability Laws; <u>Appendix</u> : The International Bill of Gender Rights Cahill, Ellen & Tobias, <i>Family Policy: Issues Affecting Gay, Lesbian, Bisexual and Transgender Families</i>

C. Clinical Practice Interventions

Oct 8 [7] rl	<i>Clinical Practice with GLBT Individuals: Treatment Issues</i> Due: Reflection Paper 6	Chernin et al., <u>Chapter 5</u> , Treatment Issues Couples and Families; <u>Chapter 6</u> , Group Psychotherapy and Support Groups; <u>Chapter 7</u> , Ethical and Legal Considerations for Affirmative Psychotherapy Balsam & Mohr, <i>Adaptation to Sexual Orientation Stigma: A Comparison of Bisexual and Lesbian/Gay Adults</i> Cohen, Padilla & Aravena, <i>Psychosocial Support for Families of GLBT People</i> NASW, Position Statement: "Reparative" and "Conversion" Therapies QSA's Pride Week October 6-11 <i>National Coming Out Day: October 11, 2008</i>
Oct 15 [8]	<i>Cultural Competency in Social Work Intervention: The Case of Latino Gay Men and HIV</i> GUESTS: AIDS Services of Austin Due: Reflection Paper 7 Due: Progress Report	Diaz, <i>Latino Gay Men and HIV</i> , <u>Introduction</u> , <u>Chapter 2</u> /p. 47-49, Findings of Behavioral Research; <u>Chapter 4</u> , Machismo and Homophobia; <u>Chapter 5</u> , Family Loyalty and Sexual Silence; <u>Chapter 6</u> , Poverty and Racism; <u>Chapter 7</u> , Acculturation Groups; <u>Chapter 9</u> , <i>Hermanos de Luna y Sol: A Model for HIV Prevention with Latino Gay Men</i>

D. Institutional and Organizational Reform

Oct 22 [9] yp	<i>Reform and the Anatomy of the Opposition: Religion and the State (A Halocline Effect)</i> VIDEO: <i>For the Bible Tells Me So</i> Due: Reflection Paper 8	Sullivan, Alone Again, Naturally Green, Anti-Gay: Varieties of Opposition to Gay Rights <i>Considerations Regarding Proposals to Give Legal Recognition to Unions Between Homosexual Persons</i> (Ratzinger, J. [Pope Benedict XIV], Vatican Office) Lively, <i>Why and How to Defeat the "Gay" Movement</i> Current Policies of Faith Groups Towards Homosexuality (Select your religious preference or one that interests you.)
Oct 29 [10] NO CLASS	Due: Clinical Assessment (Deliver to SSW Student Services by 4:30 pm)	NO CLASS TODAY In lieu of Sept. 11 Community Event PLUS one other community event of your choice. For the additional event, bring a one-page reflection on what you learned.
Nov 5 [11] yp	<i>Effective Agency Practices: Responding to Health and Social Services Needs</i> Due: Reflection Paper 9	See Bibliography for readings: <u>Organizational and Agency Guidelines for Care of GLBT Clients</u> Each student will be assigned the guidelines for working with gay, lesbian, bisexual and transgender people in one area of service. Service delivery in the following areas will be included: child care, child welfare, schools, health care, workplace, substance use, and elderly. Students will be responsible for discussing the organizational practices described in their assigned setting. Assigned reading _____

E. Celebration, Community, and Synthesis

Nov 12 [12]	<i>Celebrating GLBT Culture and Community:</i> Due: Gay Pride Symbol	Gay Pride Symbol Presentations: Each student will present a poem, song, artwork, or other item that celebrates GLBT life. Project presentations (if needed)
Nov 19 [13]	<i>Student Community/Skills Building Projects</i>	Project presentations (Final project submission due)
Nov 26 [14]	<i>Projects</i>	Project consultation and preparation
Dec 3 [15]	<i>Student Community/Skills Building Projects (cont.)</i>	Project presentations (Final project submission due) Course Evaluations

VIII. Bibliography and Other Resources [See Blackboard for an expanded bibliography.]

- Black, Dan, Gary Gates, Seth Sanders & Lowell Taylor. (2000). Demographics of the Gay and Lesbian Population in the United States: Evidence from Available Systematic Data Sources. *Demography*, 37(2), 139-154.
- Carlin, D. & DiGrazia, J. (2004). *Queer Cultures*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Carroll, R. A. (2000). Assessment and Treatment of Gender Dysphoria. In S.R. Leiblum & R. C. Rosen (Eds.), *Principles and Practice of Sex Therapy* (3rd ed., pp. 368-397). New York: Guilford Publications.
- Chen-Hayes, S.F. (2001). Counseling and Advocacy with Transgendered and Gender-variant Persons in Schools and Families. *Journal of Humanistic Counseling, Education and Development*. 40(1), 34-48.
- Herek, Gregory, J. Roy Gillis & Jeanine C. Cogan. (1999) *Psychological Sequelae of Hate Crime Victimization*. *Journal of Consulting and Clinical Psychology*. Available: <http://psychology.ucdavis.edu/rainbow/html/violence.pdf>
- Sears, James T., and Walter L. Williams. (Eds.). (1997). *Overcoming Heterosexism and Homophobia*. New York: Columbia University Press.

Web Resources: GLBT News Sites

- i 365Gay.com Provides daily news updates via e-mail. Visit: <http://365gay.com/>, click on Utilities/Daily Email Updates.
- i The Advocate Update Provides weekly news updates via e-mail. It includes clickable links to the top gay and lesbian news (politics, law, religion), health, and entertainment stories of the week as reported on Advocate.com. Visit: <http://www.advocate.com/>
- i The Data Lounge Provides weekly e-mail summaries of lesbian and gay news from the nation & around the world. Visit <http://www.datalounge.com>, select "sign-up."
- i Gender Advocacy Internet News (GAIN) Provides original and reposted news of interest to the transgender and gender variant community. Visit: <http://www.gender.org/gain/index.php>
- i Other on-line sources of LGBT news:
 - i Texas Triangle: <http://161.58.23.241/>
 - i NGLTF News+Views: http://www.thetaskforce.org/activist_center/newsletters
 - i Gay Parent: <http://www.gayparentmag.com/index.html>
 - i OutProud (from the National Coalition of GLBT Youth): <http://www.outproud.org/>
 - i Shout Magazine: <http://www.shouttexas2.com/>
 - i NGLTF News+Views:
http://www.thetaskforce.org/activist_center/newsletters/e_newsletter

Organizational and Agency Guidelines for Care of GLBT Clients

1. Child Care

The Lesbian and Gay Child Care Task Force Report on Quality Child Care (1999)

Lesbian and Gay Child Care Task Force, Child Care Resources

http://www.safeschoolscoalition.org/ocof/ofoc_contents.html

2. Child Welfare

CWLA Best Practice Guidelines: Serving LGBT Youth in Out-of-Home Care (2006)

Child Welfare League of America

<http://www.nclrights.org/site/DocServer/bestpracticeslgbyouth.pdf?docID=1322>

3. Schools

Making Schools Safe: Anti-Harassment Training Program (2002)

American Civil Liberties Union Lesbian and Gay Rights Project

http://www.aclu.org/images/asset_upload_file855_24003.pdf

4. Substance Abuse Treatment

A Provider's Introduction to Substance Abuse Treatment for Lesbian, Gay, Bisexual, and Transgender Individuals (2001)

Substance Abuse and Mental Health Services Administration (SAMHSA)

<http://www.kap.samhsa.gov/products/manuals/pdfs/lgbt.pdf>

(Focus on Section III: Program Administrator's Guide)

5. Health Care

Guidelines for Care of Lesbian, Gay, Bisexual, and Transgender Patients (2006)

Gay and Lesbian Medical Association

http://ce54.citysoft.com/_data/n_0001/resources/live/GLMA%20guidelines%202006%20FINAL.pdf

6. The Workplace

Transgender Inclusion in the Workplace, 2nd Edition (2008)

Human Rights Campaign Foundation

http://www.hrc.org/documents/HRC_Foundation_-_Transgender_Inclusion_in_the_Workplace_2nd_Edition_-_2008.pdf

7. Working With Older People

Opening Doors: Working with Older Lesbians & Gay Men (Good Practice Guidance-Resource Pack)

Age Concern England

http://www.ageconcern.org.uk/AgeConcern/Documents/Opening_Doors_resource_pack.pdf