

**University of Pennsylvania  
School of Social Policy & Practice  
Fall 2021**

**SWRK 798-003: Supporting LGBTQ+ Individuals Across the Lifespan**

---

**Instructor:** Stephanie C. Chando, MSW, LSW, MEd (she/her/hers)

**Course Date & Time:** Wednesday evenings 7:00 PM – 9:30 PM; 9/1/2021-12/8/2021

***Note:*** Please mark your calendars with a make-up class on 12/8/2021 if needed for any reason.

**Location:** Williams Hall, Room 214

**Office Hours:** By appointment

***Note:*** The instructor will do her best to be available 30 minutes before each class session. However, if you have a specific need to meet with the instructor, please notify her at least 24 hours before class is scheduled to start.

**E-Mail Address:** scchando@gmail.com; chando@upenn.edu

**Phone:** (215) 873-6163 (cell)

***Note:*** Feel free to text or call the instructor's cell, but please do not do so after 9:00 PM.

---

***INSTRUCTOR BIO & TEACHING APPROACH***

Stephanie is a sex and death positive palliative care social worker and sexuality educator. In 2015, she received the American Association of Sexuality Educators, Counselors, and Therapists (AASECT) Student Presentation Award in partnership with a colleague for a workshop entitled *Kink-positive, Patient-centered Care for Healthcare Professionals*. Stephanie has presented several trainings for current and future healthcare professionals on sexuality and palliative care, end-of-life concerns for LGBTQ+ individuals, the importance of touch and understanding skin hunger, ethical non-monogamy, and BDSM/kink-affirming practices.

Stephanie completed her Master of Social Work degree in 2008 at the University of Pennsylvania's School of Social Policy and Practice and received her Master of Education in Human Sexuality degree from Widener University in 2014. Stephanie is a PhD in Human Sexuality candidate at Widener University, where her research focuses on the sexuality of individuals receiving hospice care. She currently serves as a social worker on the inpatient palliative care team at Pennsylvania Hospital in Philadelphia. In the past, Stephanie worked as a home hospice social worker, providing support to individuals with terminal illnesses and their families in private and long-term care residences throughout the Greater Philadelphia area. Stephanie has also taught various continuing professional studies courses at Philadelphia University and is the current lead organizer for the Philadelphia Dyke March.

Stephanie strives to create a dynamic learning environment in which all learners take an active role. Through self-reflective affective learning, small group activities, explicit discussions of power and privilege, critical explorations of theory and evidence-based clinical practices, clinical case discussions, and learning effective advocacy strategies on both the micro and macro levels,

Stephanie hopes to empower learners from various disciplines to better meet the needs of LGBTQ+ individuals across the life span.

### ***COURSE DESCRIPTION***

As recognition and acceptance of individuals across and beyond both the sexual orientation and gender identity spectrums continues to progress within the United States, clinical theory and applications for working with lesbian, gay, bisexual, transgender, and queer plus (LGBTQ+) individuals has also expanded. This course will explore the clinical theories and treatment approaches geared towards affirming and supporting LGBTQ+ individuals within their romantic and/or sexual relationships, families of origin, and families of choice. Areas of development will be addressed across the lifespan including specific milestones related to gender and sexuality development as well as psychological, sociocultural, and spiritual influences upon development. Centering a social justice approach, learners will be encouraged to critically examine systemic factors impacting LGBTQ+ individuals as well as the intersectionality of various identities including race, ethnicity, gender identity, sexual orientation, age, ability/disability, socioeconomic status, educational attainment, mental and physical health, body size, and other identities (both self-assigned and externally applied) that can impact development. Each stage of development will include multiple cases for review and consideration of potential practice implications at the individual, relationship, family, community, and systemic levels. Upon conclusion of the course, learners will have a stronger understanding of the practice theories that exist, the practice models that best fit their professional style, and a clearer understanding of practice application in regards to affirming and supporting LGBTQ+ individuals and communities.

### ***COURSE GUIDING PRINCIPLE***

“Affirmative and strengths-based practice blends the micro, mezzo, and macro by supporting individual LGBTQ individuals while actively speaking out when individuals, groups, institutions, and communities treat [LGBTQ+ individuals] with less than the full dignity they deserve.” (Dentato, 2018, p. 236)

### ***COURSE EDUCATIONAL OBJECTIVES***

In this course, learners will:

1. Define and discuss language related to the experiences and identities of those within the LGBTQ+ population;
2. Review major theories of sexual orientation and gender identity development;
3. Identify clinical practice theories in support of LGBTQ+ populations;
4. Explore historical and geographical influences on LGBTQ+ identity development;
5. Gain an understanding of the intersectionality of identity development and implications for challenges during important developmental timeframes;
6. Identify their own values in relation to sexual orientation and gender identity and the ways these values might impact their clinical practice;
7. Practice skills related to clinical practice with LGBTQ+ individuals, couples, and families;

8. Enhance understanding of the role of social workers and other helping professionals in recognizing, validating, and addressing clients' concerns regarding sexuality and gender related concerns;
9. Explore various identities, strengths, and challenges of various subgroups within the vastly heterogenous LGBTQ+ community;
10. Learn more effective ways to advocate for LGBTQ+ clients and colleagues on both micro and macro levels.

### ***THE COUNCIL ON SOCIAL WORK EDUCATION 2015 EPAS COMPETENCIES***

The School of Social Policy & Practice's MSW program is accredited by the Council on Social Work Education (CSWE). The curriculum therefore implements the nine required social work competencies in the 2015 Educational Policy and Accreditation Standards (EPAS) (<https://cswe.org/Accreditation/Standards-and-Policies/2015-EPAS> pages 7-9). This course prepares students for developing the following competencies:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

### ***COURSE SUCCESS POLICIES***

#### **Class Time**

Class will begin at 7:00 PM. The end time will be flexible (depending upon learner and instructor bandwidth), but the instructor will do her best not to hold learners beyond 9:15 PM. Collectively we will evaluate the timing for a break each week. Please do your best to get to class on time so that we can all begin the journey each week together. If you have to miss a class or have to be late, please let the instructor know prior to the start of class (if possible) so that we are not waiting for you to begin. Please also let the instructor know if you need to leave a class early for any reason.

#### **Confidentiality**

This course is one that potentially builds on your own experiences, identities, and sexual behaviors in the world, and it will cause you to think in more depth about your personal and professional self and how the two intersect. It is possible that this course will cover topics that may make you uncomfortable and challenge you in ways that you may not expect, and you are strongly encouraged to use your first reflection paper to process this discomfort. Unless the instructor receives explicit permission to share, your papers will always be kept confidential and the instructor will not discuss or share the information that you share in any of your papers with your peers or other faculty. The instructor also asks that all learners keep in mind the following: What is said in class discussions, stays in the classroom. BUT what is learned in class discussions, can and should leave here.

## **Attendance**

Attendance is expected and required. The interchange and involvement in online sessions is an integral part of learning and cannot be replicated through other means. Missing more than two scheduled online sessions will necessitate at least one make-up assignment and possibly a meeting between the instructor and the learner to determine whether the learner's academic advisor should be notified and how the learner's grade will be affected. Excessive absenteeism could result in course failure. If you are unable to attend class, please notify instructor via email in advance of class.

## **Active Participation & Self-Care**

As learners may have complicated reactions to some of the topics covered throughout this course, learners are strongly encouraged to use active listening skills, to take space/make space accordingly, and to challenge themselves to sit in their discomfort in order to increase self-reflection and personal growth. It is also important to note that it is not the responsibility of the LGBTQ+ individuals in the classroom to teach the heterosexual and cisgender individuals about their lived experiences. Remember to always approach conversations with humility and always be aware of the assumptions we are making of others in the room. Although there will be breaks, feel free to leave the classroom for either emotional or physical reasons as needed and return to actively engage as soon as you can.

## **Special Needs**

Learners who need accommodations and/or special considerations because of a disability and/or other reasons (such as English as a second language, hearing needs, etc.) are encouraged to meet with the instructor early in the semester.

## **Concerns**

Life happens. If anyone understands this statement more than others, it is most certainly a palliative care social worker, especially in the year plus of a pandemic. Learners who are struggling with completing their assignments or have concerns regarding their performance in this course, are strongly suggested to seek out the instructor for support and guidance early in the term. As the term progresses, there will be less opportunities to improve upon performance. See first page of syllabus for instructor contact information.

## ***ACADEMIC INTEGRITY***

Students are expected to adhere to the University's Code of Academic Integrity, available at <https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>. Care should be taken to avoid academic integrity violations, including plagiarism, fabrication of information, and multiple submissions (see descriptions below).\*\* Students who engage in any of these actions will be referred to the Office of Student Conduct, which investigates and decides on sanctions in cases of academic dishonesty.

1. Plagiarism: using the ideas, data, or language of another person or source without specific or proper acknowledgment. Example: copying, in part or in its entirety, another person's paper, article, or web-based material and submitting it for an assignment; using someone else's ideas without attribution; not using quotation marks where appropriate; etc.

2. Fabrication: submitting contrived or altered information in any academic exercise.  
Example: making up data or statistics, citing nonexistent articles, contriving sources, etc.
3. Multiple submissions: submitting, without prior permission, any work submitted to fulfill another academic requirement.

\*\*It is learners' responsibility to consult the instructor if they are unsure about whether something constitutes a violation of the Code of Academic Integrity.

### **REQUIRED TEXTS**

Chang, S. C., Singh, A. A., & dickey, l. m. (2018). *A clinician's guide to gender-affirming care: Working with transgender & gender nonconforming clients*. Oakland, CA: New Harbinger Publications, Inc.  
ISBN: 978-1-68403-052-1

Denato, M. P. (Ed.) (2018). *Social work practice with the LGBTQ community: The intersection of history, health, mental health, and policy factors*. New York, NY: Oxford University Press.  
ISBN: 978-0-19-061279-5

Additional readings may be assigned on a weekly basis and available online via the course page.

For suggested additional books and texts to read, see the last few pages of the syllabus.

### **IMPORTANT NOTE**

During this course, learners will be engaging with materials of a potentially sensitive nature, including many that may spark some self-exploration regarding one's own sexual orientation and/or gender identities. As a result, learners may find some of the course topics to be personally or emotionally challenging. This is a normal part of the necessary learning process. If you are experiencing significant distress, you should approach the instructor directly with your concerns.

### **CLASS ASSIGNMENTS**

Determination of Final Grade:

| Assignment/Responsibility Description                 | % of Final Grade |
|---|------------------|
| Celebration of Queer Joy & Resource Handout           | 15               |
| First Reflection Paper                                | 15               |
| Second Reflection Paper                               | 20               |
| Choose Your Own Community Case Adventure Final Paper  | 25               |
| Choose Your Own Community Case Adventure Presentation | 15               |
| Active Online Engagement                              | 10               |
| Total   | 100              |

**Important Notes on Assignment Content and Format:**

The goal of the assignments for this course is for learners to further explore areas of possible LGBTQ+ care specialization, such as nonbinary youth, lesbian older adults, black gay men who participate in BDSM/Kink, etc. that are of special interest to each learner. Learners will be given the opportunity to cater most of the assignments to include their specific populations of choice.

All written assignments are due by 11:59 PM EST on the due date indicated in this syllabus. Written assignments are to be typed, double-spaced in a document with 1-inch margins, in size 12 font, using Times New Roman font, and cited and formatted in accordance with APA 7 format. APA 7 was released in October 2019.

If you feel as though you will be unable to submit an assignment on time, please discuss the need for an extension at least one week in advance of assignment due date with instructor. If an assignment is turned in late without requesting an extension at least one week prior to the extension, the instructor will deduct an automatic five points, and possibly more, depending upon when the assignment is submitted.

For quick tips on APA 7 formatting, visit the Purdue Online Writing Lab (OWL):  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

**CELEBRATION OF QUEER JOY & RESOURCE HANDOUT (15% of Final Grade):  
DUE ON VARIOUS DATES; DEPENDENT UPON CHOSEN DATE**

In order to effectively meet the needs of LGBTQ+ individuals, families, and communities, it is essential for helping professionals to remain aware and actively engaged with local, national, and global resources available to LGBTQ+ individuals. In order to practice being critical analysts of the often-overwhelming availability of resources and information available online, each learner will have the opportunity to develop a resource guide aimed at one particular subpopulation of the LGBTQ+ community. Included within the guide should also be at least one individual, group, or organization that this subpopulation can look to as a celebration and/or validation of their existence. To complete this assignment, follow these steps:

1. Choose your week to present on the first day of class.
2. Select the following to focus on for this assignment:
  - a. A specific subpopulation of the LGBTQ+ population.
  - b. A specific client need within your subpopulation.
  - c. A general or specific service location for your subpopulation.  
For example: As a palliative care social worker, I might choose to focus on transgender and nonbinary individuals with serious illnesses who are interested in completing advance health care directives and other advance care planning documents within Philadelphia.
3. Create a one-page resource guide for your chosen subpopulation including at least one individual, group, or organization that this subpopulation can look to as a celebration and/or validation of their existence.
4. Facilitate a 10-minute discussion with your fellow learners introducing your subpopulation, the identified client need, and the resources you found.
5. **Email a copy of the resource to the instructor at least one day prior to your discussion facilitation date so that the instructor can share the handout with all**

**learners. Submit an electronic copy of handout and editorial via Canvas by 11:59 PM on chosen discussion facilitation date. In other words, both the handout and the editorials are due on Canvas by 11:59 PM on the date of your discussion facilitation.**

**FIRST REFLECTION PAPER: DUE SEPTEMBER 29 (15% of Final Grade)**

Learners will write a 4-5-page paper reflecting upon the strengths and limitations they bring into the room as a social worker/helping professional working with a specific LGBTQ+ subpopulation of their choosing. Learners will consider ways they will utilize and/or overcome those strengths and limitations both in the room with the client (direct interactions), as well as outside of the room (supervision, training, education of coworkers, etc.). Learners will cite at least three sources from the required or suggested readings list or resources they find on their own.

**SECOND REFLECTION PAPER: DUE November 3 (20% of Final Grade)**

Learners will write a 5-7-page paper assessing their current or past working environment regarding the degree to which it is and/or is not LGBTQ+ affirming. For this assignment, learners can utilize a current or past place of employment OR a current or past internship environment. For the purposes of this assignment, learners will take into account the potential negative and/or positive impacts of this environment for both LGBTQ+ staff and clients. Next, learners will identify at least three ways in which the environment could be more affirming of LGBTQ+ staff and/or clients, including steps the learner would need to take in order to advocate for and/or enact these changes. Learners will cite at least five sources from the required or suggested readings list or resources they find on their own.

**CHOOSE YOUR OWN COMMUNITY CASE ADVENTURE FINAL PAPER: DUE NOVEMBER 17 (with chance to re-write) OR DECEMBER 8 (without chance to re-write) (25% of Final Grade)**

Learners will choose a specific subgroup within the LGBTQ+ population with whom they are currently working and/or aspire to work with as part of their future careers. From the list of suggested readings (see the last few pages of this syllabus), learners will choose one additional text to read which relates to their chosen LGBTQ+ subpopulation. You can also use a text not included within this syllabus as long as you have discussed your selection with the instructor.

**Please select your subpopulation and additional text by October 13 and share your choice with the instructor. Once discussed with instructor, then you can proceed with the following 13-15-page paper, including the following sections:**

- **Community Description:** Include information about experiences of acceptance and non-acceptance that this community may experience from a historical, political, and/or socio-cultural perspective. Select a sexual orientation and/or gender identity theory through which to describe possible identity development. Using Meyer's (2003) *Minority Stress Model* (See Chapter 12 of Dentato, 2018), describe how a person from this community might be impacted by experiences of discrimination, hate, and oppression.
- **Professional Application:** Utilizing both your chosen text and at least four other required or suggested readings, determine best practices (within your chosen discipline and area of focus) when working with this subpopulation. Support each recommendation

with relevant theoretical models and therapy or education practice models. What would be some personal or professional challenges for you in your professional role with an individual from this community?

- **Book Review and Application:** Highlight the strengths and areas for improvement within this text when applied to your chosen LGBTQ+ subpopulation. What did you find most helpful from this text? What did you feel was missing or could be improved upon?
- **Future Directions:** Describe what additional knowledge and self-exploration you want/need in preparation to continue and/or begin working with this LGBTQ+ subpopulation. What other literature should you explore? What remaining biases/beliefs/blind spots/confusions would you like to acknowledge and work through? Are there community events, conferences, educational sessions, etc. which you could attend in order to become more aware of this LGBTQ+ subpopulation? What are your recommendations to your peers who want to become more aware and affirming of individuals within this subpopulation?

**NOTE ON RE-WRITE OPPORTUNITY:** If you would like the opportunity to re-write this assignment after receiving a grade and feedback from the instructor, you must submit your complete paper by November 17<sup>th</sup>. If submitted by November 17<sup>th</sup>, and you receive a grade lower than 90/100, then you will have the opportunity to re-write and re-submit the paper by December 8<sup>th</sup>. Your final grade on this paper will be the average of your original grade and your re-write grade. If you choose not to submit your paper early, the final due date is still December 8<sup>th</sup> and if submitted initially on that date, you will not have the opportunity to re-write the assignment.

**CHOOSE YOUR OWN COMMUNITY CASE ADVENTURE FINAL PRESENTATION:  
DUE DECEMBER 1 (15% of Final Grade)**

Each learner will share what they have learned about their chosen LGBTQ+ subpopulation via a 15-minute community case presentation with at least a one-page informational handout\*\*\* including the following aspects:

- **Demographics:** Include basic information regarding chosen LGBTQ+ subpopulation and your either current or future role and setting in working with individuals from this community.
- **Background:** Give relevant history of the particular subpopulation and how it may impact (both positively and negatively) the ability of individuals within this community to thrive.
- **Community Key Challenges:** Provide details regarding key challenges that individuals within this community may face and why they may be seeking/receiving your services/support/interventions.
- **Community Key Strengths:** Highlight potential strengths and resiliencies of individuals within this community.
- **Interventions, Plans, and Choose Your Own Adventure Text:** Describe what best practices may be helpful in working with individuals from this community, highlighting any insights you gained from the additional text you chose to read.
- **Reason for Presentation:** Explain why you selected this particular LGBTQ+ subpopulation for this paper and presentation. What has impacted you the most in



completing these assignments? What are you still missing? What recommendations do you have for peers who may be interested in learning more about this LGBTQ+ subpopulation?

- **Discussion Questions:** Develop two open-ended discussion questions related to this LGBTQ+ subpopulation to inspire more in-depth analysis/exploration/problem-solving among your peers.

**\*\*\*Submit an electronic copy of handout via Canvas by 11:59 PM on November 24<sup>th</sup> so that the instructor can share a copy of each learner’s handout with all learners in preparation for final presentations.**

**IN-CLASS PARTICIPATION: DUE ALL. THE. TIME. (10% of Final Grade)**

There will be minimal lecture in this course. In every class, we will be having in-depth discussions about the materials, and there are frequent interactive pieces that ask you to work with your peers. You are never required to share any personal information, but you must actively engage with the instructor and your fellow learners. At the very least, this means that you should do you best to complete the required reading assignments, to pay attention, to listen, and to remain engaged at all times, unless you need to take a self-care break. Your final grade for active engagement will be impacted by the number of classes you attend; those who attend every class will have the chance to gain a participation score of 100/100 or more if extra points are added based upon the instructor’s discretion.

***COURSE SCHEDULE***

| <b>Class Week, Date, and Topic Overview</b>                                      | <b>Specific Topics to be Covered in Class</b>  | <b>Readings &amp; Assignments Due This Class</b>  |
|--|--|---|
| <b>Week 1</b><br><b>September 1</b><br><br>LGBTQ+, Social Work, & Social Justice | <ul style="list-style-type: none"> <li>• Introductions</li> <li>• The Importance of Transparency &amp; Creating Safer/Braver/Empowering Spaces</li> <li>• Social Location of Instructor</li> <li>• To Pronoun or Not to Pronoun?</li> <li>• Introduction of Learners</li> <li>• Overview of Course: Review of Syllabus; Using a Developmental Model; Using a Social Justice Frame</li> <li>• Activity: Understanding of Terminology Related to Sexual Orientation &amp; Gender Identity</li> </ul> | <b>Required Text Readings:</b><br>NONE<br><br><b>Additional Required Readings:</b><br>NONE<br><br><b>Assignments Due:</b><br>NONE |

|   |  |  |
|---|--|--|
| <p><b>Week 2<br/>September 8</b></p> <p>LGBTQ+ Intersectionality &amp; Use of Self</p>              | <ul style="list-style-type: none"> <li>• Intersectionality within the LGBTQ+ Community</li> <li>• Oppression, Discrimination &amp; all the -phobias/-isms</li> <li>• Professional Identity Implications: Direct Practice and Policy</li> <li>• Balancing Personal &amp; Professional Roles/Boundaries</li> </ul> | <p><b>Required Text Readings:</b><br/>Dentato (2018) Chapters 1-3, 6, &amp; 19</p> <p>Chang, Singh, &amp; dickey (2018) Chapters 1-5 &amp; 19-21</p> <p><b>Additional Suggested Readings:</b><br/>Kia, MacKinnon &amp; Legge (2016)</p> <p>Nadal (2019)</p> <p>Irazabala &amp; Huerta (2015)</p> <p><b>Assignments Due:</b><br/>NONE</p> |
| <p><b>Week 3<br/>September 15</b></p> <p>Sexual Identity Development Theories</p> <p>Yom Kippur</p> | <ul style="list-style-type: none"> <li>• Kinsey Scale</li> <li>• Klein Sexual Orientation Grid</li> <li>• Diamond Theory of Sexual Fluidity</li> <li>• Cass Identity Model</li> <li>• Coming Out as LGBTQ+</li> </ul>  | <p><b>Required Text Readings:</b><br/>Dentato (2018) Chapters 4-5 &amp; 13-15</p> <p><b>Additional Suggested Readings:</b><br/>Adams &amp; Phillips (2009)</p> <p>Goodrich &amp; Brammer (2019)</p> <p><b>Assignments Due:</b><br/>Resource Guide Presentation 1</p>   |
| <p><b>Week 4<br/>September 22</b></p> <p>Gender Development Theories</p>                            | <ul style="list-style-type: none"> <li>• Biological Models of Gender Development</li> <li>• Social Construction and Gender Development</li> <li>• Transgender Identity Development</li> <li>• Bockting and Coleman's Transgender Coming Out Model</li> </ul>   | <p><b>Required Text Readings:</b><br/>Chang, Singh, &amp; dickey (2018) Chapter 17</p> <p><b>Additional Suggested Readings:</b><br/>Bockting et al. (2016)</p> <p>Katz-Wise et al. (2017)</p> <p><b>Assignments Due:</b><br/>Resource Guide Presentation 2</p>   |
| <p><b>Week 5</b></p>  | <ul style="list-style-type: none"> <li>• Queer Theory</li> </ul>   | <p><b>Required Text Readings:</b></p>  |

|  |   |  |
|--|---|--|
| <p><b>September 29</b></p> <p>Theories of Practice for Supporting LGBTQ+ Individuals</p>             | <ul style="list-style-type: none"> <li>• Transfeminism</li> <li>• Non-binary Framework</li> </ul>   | <p>Dentato (2018) Chapter 17</p> <p><b>Additional Suggested Reading:</b></p> <p>Hicks &amp; Jeyasingham (2016)</p> <p><b>Assignments Due:</b><br/>Resource Guide Presentation 3<br/>First Reflection Paper</p>   |
| <p><b>Week 6<br/>October 6</b></p> <p>Applications of Practice for Supporting LGBTQ+ Individuals</p> | <ul style="list-style-type: none"> <li>• Application of Queer Theory</li> <li>• Dialogic Approach</li> <li>• Narrative Therapy</li> <li>• Family Therapy</li> <li>• Person-in-Environment</li> <li>• Strengths-based</li> </ul> | <p><b>Required Text Readings:</b><br/>Dentato (2018) Chapters 7, 11-12, &amp; 16</p> <p>Chang, Singh, &amp; dickey (2018) Chapters 6-10</p> <p><b>Additional Suggested Reading:</b><br/>Fredriksen-Goldsen et al. (2014)</p> <p>Iacono (2018)</p> <p><b>Assignments Due:</b><br/>Resource Guide Presentation 4</p> |
| <p><b>Week 7<br/>October 13</b></p> <p>Development: 0-3 years old</p>                                | <ul style="list-style-type: none"> <li>• Biopsychosexual Development Review</li> <li>• Intersex Individuals</li> <li>• Family of Origin Expectations</li> </ul>   | <p><b>Required Text Readings:</b><br/>NONE</p> <p><b>Additional Required Reading:</b><br/>Roen (2019)</p> <p><b>Assignments Due:</b><br/>Resource Guide Presentation 5<br/>Select Subpopulation &amp; Book for Final Paper</p>   |
| <p><b>Week 8<br/>October 20</b></p> <p>Development: 4-8 years old &amp; 9-12 years old</p>           | <ul style="list-style-type: none"> <li>• Biopsychosexual Development Review</li> <li>• Gender Development</li> <li>• Messages of Sexuality</li> <li>• Awareness of Attraction</li> </ul>  | <p><b>Required Text Readings:</b><br/>Dentato (2018) Chapter 18</p> <p>Chang, Singh, &amp; dickey (2018) Chapters 11-16, &amp; 18</p>  |

|  |  |   |
|--|--|---|
|  |  | <p><b>Additional Suggested Reading:</b><br/>Nourie &amp; Harris (2018)</p> <p><b>Assignment(s) Due:</b><br/>Resource Guide Presentation 6</p>   |
| <p><b>Week 9</b><br/><b>October 27</b></p> <p><b>No in-person class; alternative assignment will be assigned</b></p> <p>Development: 13-17 years old</p> | <ul style="list-style-type: none"> <li>• Biopsychosexual Development Review</li> <li>• Cultural Milestones</li> <li>• Expressions of Attraction</li> <li>• Role of social media</li> <li>• Experiences in School</li> </ul>                | <p><b>Required Text Readings:</b><br/>NONE</p> <p><b>Additional Required Readings:</b><br/>Fox &amp; Ralston (2016)</p> <p>McConnell et al. (2017)</p>  |
| <p><b>Week 10</b><br/><b>November 3</b></p> <p>Development: 18-24 years old</p>  | <ul style="list-style-type: none"> <li>• Biopsychosexual Development Review</li> <li>• Healthcare Implications</li> <li>• Employment</li> <li>• Mental Health</li> <li>• Substance Use &amp; Addiction</li> <li>• Case Examples</li> </ul> | <p><b>Required Text Readings:</b><br/>Dentato (2018) Chapters 9 &amp; 20-22</p> <p><b>Suggested Additional Reading:</b><br/>Drazdowski et al. (2016)</p> <p><b>Assignments Due:</b><br/>Resource Guide Presentation 7<br/>Second Reflection Paper</p> |
| <p><b>Week 11</b><br/><b>November 10</b></p> <p>Exploring Additional Identities &amp; Communities Among LGBTQ+ Individuals</p>                           | <ul style="list-style-type: none"> <li>• Asexuality</li> <li>• LGBTQ+ Folx with Disabilities</li> <li>• Kink/BDSM/Leather</li> <li>• Ethical Nonmonogamy</li> <li>• Sex Work</li> </ul>  | <p><b>Required Text Readings:</b><br/>NONE</p> <p><b>Additional Required Readings:</b><br/>Lund &amp; Johnson (2014)</p> <p>Steelman &amp; Hertlein (2016)</p> <p>Kattari (2015)</p> <p><b>Assignments Due:</b><br/>Resource Guide Presentation 8</p> |
| <p><b>Week 12</b><br/><b>November 17</b></p>   | <ul style="list-style-type: none"> <li>• Biopsychosexual Development Review</li> </ul>   | <p><b>Required Text Readings:</b><br/>Dentato (2018) Chapter 8 &amp; 23</p>   |

|  |  |  |
|--|--|--|
| Development: 24-35 years old   | <ul style="list-style-type: none"> <li>• LGBTQ+ Parenting</li> <li>• LGBTQ+ Asylum Seekers</li> <li>• Intimate Partner Violence</li> <li>• Case Examples</li> </ul>  | <p><b>Additional Required Readings:</b><br/>Hopkinson et al. (2017)</p> <p><b>Assignments Due:</b><br/>Resource Guide Presentation 9</p>   |
| <b>November 24<br/>NO CLASS</b>  |  |  |
| <p><b>Week 13<br/>December 1</b></p> <p>Development: 36-50 years old &amp; Beyond 50 years old</p> | <ul style="list-style-type: none"> <li>• Biopsychosexual Development Review</li> <li>• HIV &amp; AIDS: Then &amp; Now</li> <li>• LGBTQ+ Palliative Care</li> <li>• Case Examples</li> <li>• Start Final Presentations</li> </ul> | <p><b>Required Text Readings:</b><br/>Dentato (2018) Chapters 10 &amp; 24</p> <p><b>Suggested Additional Reading:</b><br/>Siverskog (2014)</p> <p>Fabbre (2017)</p> <p><b>Assignments Due:</b><br/>Final Presentations</p> |
| <p><b>Week 14<br/>December 8</b></p> <p>Final Presentations &amp; Final Reflections</p>            | <ul style="list-style-type: none"> <li>• <b>Final Presentations</b></li> </ul>   | <p><b>Required Text Readings:</b><br/>NONE</p> <p><b>Additional Required Readings:</b><br/>NONE</p> <p><b>Assignments Due:</b><br/>Final Paper<br/>Final Presentations</p>   |
| <b>Potential Make-up Class<br/>December 16</b>   |  |  |

***COURSE CONTRACT (LEARNER'S COPY)***

Please sign and return this to your instructor by the end of the first class.

I have fully read this syllabus independently, and/or have reviewed the content with the instructor on the first day of class. I understand that this syllabus serves as a contract between myself as an active learner, and the instructor of this course.

---

|                        |                     |              |
|------------------------|---------------------|--------------|
| Learner's Name (Print) | Learner's Signature | Today's Date |
|------------------------|---------------------|--------------|

**Contact Information**

Affirming Name: \_\_\_\_\_

Pronouns (He/His, She/Her, They/Them, etc.): \_\_\_\_\_

Full Name on Penn Records: \_\_\_\_\_

Preferred Email: \_\_\_\_\_

Preferred Phone: \_\_\_\_\_ Text Messages Okay? \_\_\_ Yes \_\_\_ No

**Other Important Information (Please use the back of this paper if you run out of room)**

Program: \_\_\_\_\_ Expected Graduation Date: \_\_\_\_\_

Current Internship Placement (if applicable): \_\_\_\_\_

Populations of Professional Interest: \_\_\_\_\_

- 
1. What is your best guess at your 10-year career goal?
  
  2. What do you hope to gain by actively engaging in this course?
  
  3. What concerns (if any) do you have regarding your active participation in this course?
  
  4. Anything else that you would like the instructor to know or that you anticipate might impact your success in this course?

---

\* **Note:** I ask this in support of potential transgender, nonbinary and other gender diverse learners. For some folks, pronouns are a big deal because others do not always use the affirming pronouns to describe them. An affirming gender pronoun is simply the pronoun or set of pronouns that an individual would like others to use when talking to or about that individual. For example, I have the gender identity of woman and I request that people use she/her/hers as my affirming gender pronouns. As gender is fluid, it is possible that your pronouns may change during the time we spend together and that is okay. I will check-in again mid-semester.

**COURSE CONTRACT (INSTRUCTOR'S COPY)**

Please sign and return this to your instructor by the end of the first class.

I have fully read this syllabus independently, and/or have reviewed the content with the instructor on the first day of class. I understand that this syllabus serves as a contract between myself as an active learner, and the instructor of this course.

\_\_\_\_\_  
Learner's Name (Print)                      Learner's Signature                      Today's Date

**Contact Information**

Affirming Name: \_\_\_\_\_

Pronouns (He/His, She/Her, They/Them, etc.)<sup>†\*</sup>: \_\_\_\_\_

Full Name on Penn Records: \_\_\_\_\_

Preferred Email: \_\_\_\_\_

Preferred Phone: \_\_\_\_\_ Text Messages Okay? \_\_\_ Yes \_\_\_ No

**Other Important Information (Please use the back of this paper if you run out of room)**

Program: \_\_\_\_\_ Expected Graduation Date: \_\_\_\_\_

Current Internship Placement (if applicable): \_\_\_\_\_

Populations of Professional Interest: \_\_\_\_\_

1. What is your best guess at your 10-year career goal?
  
2. What do you hope to gain by actively engaging in this course?
  
3. What concerns (if any) do you have regarding your active participation in this course?
  
4. Anything else that you would like the instructor to know or that you anticipate might impact your success in this course?

\_\_\_\_\_  
<sup>\*</sup> **Note:** I ask this in support of potential transgender, nonbinary and other gender diverse learners. For some folks, pronouns are a big deal because others do not always use the affirming pronouns to describe them. An affirming gender pronoun is simply the pronoun or set of pronouns that an individual would like others to use when talking to or about that individual. For example, I have the gender identity of woman and I request that people use she/her/hers as my affirming gender pronouns. As gender is fluid, it is possible that your pronouns may change during the time we spend together and that is okay. I will check-in again mid-semester.

## ***SUGGESTED CHOOSE YOUR OWN ADVENTURE READINGS***

### **Gender Exploration & Theory Focus**

Bergman, S. B. (2009). *The nearest exit may be behind you*. Vancouver, BC: Arsenal Pulp Press.

ISBN-10: 1551522640

ISBN-13: 978-1551522647

Bergman, S. B. (2006, 2010). *Butch is a noun*. Vancouver, BC: Arsenal Pulp Press.

ISBN-13: 978-1551523699

ISBN-10: 1551523698

Fausto-Sterling, A. (2012). *Sex/Gender: Biology in a social world*. New York, NY: Routledge.

ISBN-13: 978-0415881463

ISBN-10: 9780415881463

Plante, R. & Maurer, L. (Eds.). (2010, 2018). *Doing gender diversity: Readings in theory and real-world experience*. New York, NY: Routledge.

ISBN-13: 978-0813344379

ISBN-10: 9780813344379

### **Counseling/Therapy with LGBTQ+ Individuals Focus**

Istar Lev, A. (2004). *Transgender Emergence: Therapeutic guidelines for working with gender-variant people and their families*. New York, NY: Routledge.

ISBN-13: 978-0789021175

ISBN-10: 078902117X

Moon, L. (Ed.). (2008). *Feeling queer or queer feelings? Radical approaches to counseling sex, sexualities and genders*. New York, NY: Routledge.

ISBN-13: 978-0415385213

ISBN-10: 0415385210

Singh, A. A., & dickey, l. m. (2016). *Affirmative counseling and psychological practice with transgender and gender nonconforming clients*. New York, NY: American Psychological Association.

ISBN-13: 978-1433823008

ISBN-10: 1433823004

### **LGBTQ+ Children & Adolescents Focus**

Angello, M., & Bowman, A. (2016). *Raising the transgender child: A complete guide for parents, families, and caregivers*. Berkeley, CA: Seal Press.

ISBN-10: 1580056350

ISBN-13: 978-1580056359



Brill, S. & Kenney, L. (2016). *The transgender teen: A handbook for parents and professionals support transgender and non-binary teens*. Jersey City, NJ: Cleis Press.  
ISBN-10: 1627781749  
ISBN-13: 978-1627781749

Brill, S. & Pepper, R. (2008). *The transgender child: A handbook for families and professionals*. San Francisco, CA: Cleis Press.  
ISBN-10: 1573443182  
ISBN-13: 978-1573443180

Dawson, J. (2015). *This book is gay*. Naperville, IL: Sourcebooks Jabberwocky  
ISBN-10: 1492617830  
ISBN-13: 978-1492617839

Wittlinger, E. (2011, 2015). *Parrotfish*. New York: Simon & Schuster Books for Young Readers.  
ISBN-10: 1481468103  
ISBN-13: 978-1481468107

### **Parents of LGBTQ+ Focus**

Eriksen, T. (2017). *Unconditional: A guide to loving and supporting your LGBTQ child*. Coral Gables, FL: Mango Publishing Group.  
ISBN-10: 1633535150  
ISBN-13: 978-1633535152

Green, C.W., Wirth, M., & Wirth, A. (1996). *Beyond acceptance: Parents of lesbians and gays talk about their experience*. New York, NY: St. Martin's Griffin.  
ISBN-10: 1501195689  
ISBN-13: 978-1501195686

### **LGBTQ+ Relationships & Families Focus**

Bergman, S. B. (2013). *Blood, marriage, wine & glitter*. Vancouver, BC: Arsenal Pulp Press.  
ISBN-10: 1551525119  
ISBN-13: 978-1551525112

### **LGBTQ+ and Religion**

McDonald, G., & McDonald, L. (2019). *Embracing the journey: A Christian parents' blueprint to loving you LGBTQ child*. New York, NY: Howard Books.  
ISBN-10: 1501195689  
ISBN-13: 978-1501195686

Vines, M. (2014). *God and the gay christian: The biblical case in support of same-sex relationships*. New York, NY: Convergent Books  
ISBN-10: 160142518X  
ISBN-13: 978-1601425188

### **Lesbian, Gay, Bisexual, & Queer Memoirs & Autobiographies**

Nelson, M. (2015, 2016). *The argonauts*. Minneapolis, MN: Graywolf Press.  
ISBN-10: 1555977359  
ISBN-13: 978-1555977351

### **Lesbian, Gay, Bisexual, & Queer Focus**

Allen, S. (2019). *Real queer America: LGBT stories from red states*. New York, NY: Little, Brown and Company.  
ISBN-10: 0316516031  
ISBN-13: 978-0316516037

Harrad, K. (Ed.). (2018). *Claiming the B in LGBT: Illuminating the bisexual experience*. Portland, OR: Thorntree Press, LLC.  
ISBN-10: 194493460X  
ISBN-13: 978-1944934606

### **Intersex Memoirs & Autobiographies**

Hillman, T. (2008). *Intersex (For lack of a better word)*. San Francisco, CA: Manic D Press.  
ISBN-10: 1933149248  
ISBN-13: 978-1933149240

Viloria, H. (2017). *Born both: An intersex life*. New York, NY: Hachette Books.  
ISBN-10: 0316347841  
ISBN-13: 978-0316347846

### **Intersex Focus**

Davis, G. (2015). *Contesting intersex: The dubious diagnosis*. New York, NY: New York University Press.  
ISBN-10: 1479887048  
ISBN-13: 978-1479887040

Preves, S. E. (2003, 2005). *Intersex and identity: The contested self*. Piscataway, NJ: Rutgers University Press.  
ISBN-10: 0813532280  
ISBN-13: 978-0813532288

Reis, E. (2012). *Bodies in doubt: An American history of intersex*. Baltimore, MD: Johns Hopkins University Press.  
ISBN-10: 9781421405834  
ISBN-13: 978-1421405834

Rubin, D. A. (2018). *Intersex matters: Biomedical embodiment, gender regulation, and transnational activism*. Albany, NY: State University of New York Press.  
ISBN-10: 1438467540  
ISBN-13: 978-1438467542

### **Transgender & Gender Non-conforming (GNC) Memoirs & Autobiographies**

Bornstein, K. (1994, 1995, 2016). *Gender outlaw: On men, woman, and the rest of us*. New York, NY: Vintage Books.

ISBN-10: 1101973242

ISBN-13: 978-1101973240

Feinberg, L. (2004). *Stone Butch Blues: A Novel*. New York, NY: Alyson Books.

ISBN-10: 1555838537

ISBN-13: 978-1555838539

Grace, L. J. (2017). *Tranny: Confessions of punk rock's most infamous anarchist sellout*. New York, NY: Hachette Books.

ISBN-10: 0316264377

ISBN-13: 978-0316264372

Scholinski, D. [affirming name Dylan] & Adams, J. M. (1997). *The last time I wore a dress: A memoir*. New York, NY: Riverhead Books.

ISBN-10: 9781573226967

ISBN-13: 978-1573226967

Serano, J. (2016). *Whipping girl: A transsexual woman on sexism and the scapegoating of femininity*. Berkeley, CA: Seal Press.

ISBN-13: 978-1580056229

ISBN-10: 1580056229

### **Transgender & GNC Focus**

Bornstein, K., & Bergman, S. B. (2010). *Gender outlaws: The next generation*. Berkeley, CA: Seal Press.

ISBN-10: 1580053084

ISBN-13: 978-1580053082

Bornstein, K. (2013). *My new gender workbook: A step-by-step guide to achieving world peace through gender anarchy and sex positivity*. New York, NY: Routledge Press.

ISBN-13: 978-0415538657

ISBN-10: 0415538653

Erikson-Schroth, L. (Ed.) (2014). *Trans bodies, trans selves: A resource for the transgender community*. New York, NY: Oxford University Press

ISBN-13: 978-0199325351

ISBN-10: 9780199325351

Feinberg, L. (1999). *Trans liberation: Beyond pink or blue*. Boston, MA: Beacon Press.

ISBN-10: 0807079510

ISBN-13: 978-0807079515

Langer, S. J. (2019). *Theorizing transgender identity for clinical practice: A new model for understanding gender*. Retrieved from <https://ebookcentral-proquest-com.proxy.library.upenn.edu>

Spade, D. (2011, 2015). *Normal life: Administrative violence, critical trans politics, and the limits of the law*. Durham, NC: Duke University Press.  
ISBN-10: 0822360403  
ISBN-13: 978-0822360407

Stryker, S. (2008, 2017). *Transgender history: The root's of today's revolution* (2nd ed.). New York, NY: Seal Press.  
ISBN-13: 978-1580056892  
ISBN-10: 158005689X

### **LGBTQ+ People of Color Memoirs & Autobiographies**

Chin, S. (2009, 2010). *The other side of paradise: A memoir*. New York, NY: Scribner.  
ISBN-10: 9780743292917  
ISBN-13: 978-0743292917

Lorde, A. (1982). *Zami: A new spelling of my name*. New York, NY: Crossing Press.  
ISBN-10: 0241351081  
ISBN-13: 978-0241351086

Mock, J. (2014). *Redefining realness: My path to womanhood, identity, love & so much more*. New York, NY: Atria Books.  
ISBN-10: 9781476709123  
ISBN-13: 978-1476709123

Piepzna-Samarasinha, L. L. (2015). *Dirty river: A queer femme of color dreaming her way home*. Vancouver, Canada: Arsenal Pulp Press.  
ISBN-10: 155152600X  
ISBN-13: 978-1551526003

### **LGBTQ+ People of Color Focus**

Anzaldúa, G. (1987, 2012). *Borderlands = la frontera: the new mestiza*. San Francisco, CA: Spinsters/Aunt Lute.  
ISBN-10: 1879960850  
ISBN-13: 978-1879960855

Carruthers, C. A. (2018). *Unapologetic: A black, queer, and feminist mandate for radical movements*. Boston, MA: Beacon Press.  
ISBN-10: 0807019410  
ISBN-13: 978-0807019412

Lorde, A. (1984, 2007). *Sister outsider: Essays and speeches*. New York, NY: Crossing Press.  
ISBN-10: 1580911862  
ISBN-13: 978-1580911863

Lorde, A. (1988, 2017). *A burst of light and other essays*. Long Island, NY: Ixia Press.  
ISBN-10: 0486818993  
ISBN-13: 978-0486818993

Snorton, C. R. (2017). *Black on both sides: A racial history of trans identity*. Minneapolis, MN: University of Minnesota Press.  
ISBN-13: 978-1517901738  
ISBN-10: 1517901731

### **LGBTQ+ Spirituality and Religion Focus**

Prower, T. (2018). *Queer magic: LGBTQ+ spirituality and culture from around the world*. Woodbury, MN: Llewellyn Publications.  
ISBN-10: 0738753181  
ISBN-13: 978-0738753188

### **LGBTQ+ and Disabilities Focus**

Clare, E. (2017). *Brilliant imperfection: Grappling with cure*. Durham, NC: Duke University Press.  
ISBN-10: 0822362872  
ISBN-13: 978-0822362876

Clare, E. (1999, 2009, 2015). *Exile and pride: Disability, queerness, and liberation*. Durham, NC: Duke University Press.  
ISBN-10: 0822360314  
ISBN-13: 978-0822360315

Kafer, A. (2013). *Feminist queer crip*. Bloomington, IN: Indiana University Press.  
ISBN-13: 978-0253009340  
ISBN-10: 0253009340

Kaufman, M., Silverberg, C., & Odette, F. (2007). *The ultimate guide to sex and disability: For all of us who live with disabilities, chronic pain, and illness*. Jersey City, NJ: Cleis Press.  
ISBN-10: 1573443042  
ISBN-13: 978-1573443043

McRuer, R. (2006). *Crip theory: Cultural signs of queerness and disability*. New York, NY: New York University Press.  
ISBN-13: 978-0814757130  
ISBN-10: 0814757138

Piepzna-Samarasinha, L. L. (2018). *Care work: Dreaming disability justice*. Vancouver, Canada: Arsenal Pulp Press.  
ISBN-10: 1551527383  
ISBN-13: 978-1551527383

### **LGBTQ+ Mental Health**

Schroeder, S., & Theophano, T. (Eds.). (2019). *Headcase: LGBTQ writers & artists on mental health and wellness*. New York, NY: Oxford University Press.  
ISBN-10: 0190846593  
ISBN-13: 978-0190846596

### **LGBTQ+ Experiencing Homelessness Focus**

Berg, R. (2016). *No house to call my own: love, family, and other transgressions*. New York, NY: Bold Type Books.  
ISBN-10: 1568585683  
ISBN-13: 978-1568585680

### **LGBTQ+ Healthcare Focus**

Sharman, Z. (Ed.). (2016). *The remedy: Queer and trans voices on health and health care*. Vancouver, Canada: Arsenal Pulp Press.  
ISBN-13: 978-1551526584  
ISBN-10: 1551526581

### **Queer Body Empowerment Focus**

Taylor, S. R. (2018). *The body is not an apology: The power of radical self-love*. Oakland, CA: Berrett-Koehler Publishers, Inc.  
ISBN-10: 1626569762  
ISBN-13: 978-1626569768

Tovar, V. (Ed.). (2012). *Hot & heavy: Fierce fat girls on life, love, & fashion*. Berkeley, CA: Seal Press.  
ISBN-10: 1580054382  
ISBN-13: 978-1580054386

Tovar, V. (2018). *You have the right to remain fat*. New York, NY: Feminist Press.  
ISBN-10: 1936932318  
ISBN-13: 978-1936932313

### **LGBTQ+ People and Kink/BDSM**

Ortmann, D. & Sprott, R. (2013). *Sexual Outsiders: Understanding BDSM Sexualities and Communities*. New York, NY: Rowman & Littlefield Publishers, Inc.  
ISBN-13: 978-1442217362  
ISBN-10: 1442217367

Taormino, T. (2012). *The ultimate guide to kink: BDSM, role play and the erotic edge*. Berkeley, CA: Cleis Press, Inc.  
ISBN-10: 157344779X  
ISBN-13: 978-1573447799

### **LGBTQ+ Ethical Nonmonogamy Focus**

Easton, D. & Hardy, J. W. (2017, 2009). *The ethical slut: A practical guide to polyamory, open relationships, and other freedoms in sex and love* (3rd ed.). New York, NY: Ten Speed Press.

ISBN-10: 9780399579660

ISBN-13: 978-0399579660

Patterson, K. (2018). *Love's not color blind: Race and representation in polyamorous and other alternative communities*. Portland, OR: Thorntree Press, LLC.

ISBN-10: 1944934464

ISBN-13: 978-1944934460

Pincus, T., & Hiles, R. (2017). *It's called "polyamory": Coming out about your nonmonogamous relationships*. Portland, OR: Thorntree Press, LLC.

ISBN-10: 1944934421

ISBN-13: 978-1944934422

Taormino, T. (2008). *Opening up: A guide to creating and sustaining open relationships*. San Francisco, CA: Cleis Press.

ISBN-10: 157344295X

ISBN-13: 978-1573442954

### **LGBTQ+ Aging Focus**

Fleishman, J. (2020). *The Stonewall Generation: LGBT elders on sex, activism, and aging*.

Boston, MA: Skinner House Books.

ISBN-13: 978-1558968530

ISBN-10: 1558968539

Orel, N. A., & Fruhauf, C. A. (Eds.). (2015). *The lives of LGBT older adults: Understanding challenges and resilience*. Washington, DC: American Psychological Association.

ISBN-13: 978-1433817632

ISBN-10: 1433817632

Ramirez-Valles, J. (2016). *Queer aging: The Gayby Boomers and a new frontier for gerontology*. New York, NY: Oxford University Press.

ISBN-13: 978-0190276348

ISBN-10: 0190276347

**LGBTQ+ End of Life Focus**

Acquaviva, K. D. (2017). *LGBTQ-inclusive hospice and palliative care: A practical guide to transforming professional practice*. New York, NY: Harrington Park Press.

ISBN-13: 978-1939594143

ISBN-10: 1939594146

**LGBTQ+ Grief Focus**

Mase III, J. (2019). *And then I got fired: One transqueer's reflections on grief, unemployment & inappropriate jokes about death*.

ISBN: 978-0-359-49472-9



## Current Event Editorial Grading Rubric

| Criteria  | Possible Points | Points Earned |
|---|-----------------|---------------|
| Content (Depth of comprehension, thoroughness of analysis of media coverage of current event)         | 25              |               |
| Creativity and Persuasion (Level of persuasiveness in relaying the significance/impact of this topic) | 25              |               |
| Style (Text is clear and credible; document is formatted in accordance with editorial structure)      | 20              |               |
| Development (Paragraph and sentence structure, transition, clarity and flow)                          | 15              |               |
| Mechanics (Proficiency in grammar, spelling and punctuation)  | 15              |               |
| <b>Total Points</b>   | <b>100</b>      |               |

## First Reflection Paper Grading Rubric

| Criteria  | Possible Points | Points Earned |
|---|-----------------|---------------|
| Content (Depth of research, analysis, comprehension, and personal reflection)   | <b>40</b>       |               |
| Thoroughness/Inclusion of all aspects assigned as part of description in syllabus: <ul style="list-style-type: none"> <li>• Strengths and limitations as a social worker/helping professional working with a chosen LGBTQ+ subpopulation.</li> <li>• Ways to utilize and/or overcome those strengths and limitations both in the room with the client (direct interactions), as well as outside of the room (supervision, training, education of coworkers).</li> <li>• Citations of at least three sources.</li> </ul> | <b>30</b>       |               |
| Development (Paragraph and sentence structure, transition, clarity and flow)  | <b>10</b>       |               |
| Style (Text is clear and credible, work is supported with citations and other sources in APA format, document is formatted properly)  | <b>10</b>       |               |
| Mechanics (Proficiency in grammar, spelling and punctuation)  | <b>10</b>       |               |
| <b>Total Points</b>   | <b>100</b>      |               |

## Second Reflection Paper Grading Rubric

| Criteria   | Possible Points | Points Earned |
|--|-----------------|---------------|
| Content (Depth of research, analysis, comprehension, and personal reflection)  | <b>40</b>       |               |
| Thoroughness/Inclusion of all aspects assigned as part of description in syllabus: <ul style="list-style-type: none"> <li>• Utilize a current or past place of employment OR a current or past internship environment.</li> <li>• Discuss the potential negative and/or positive impacts of this environment for both LGBTQ+ staff and clients.</li> <li>• Identify at least three ways in which the environment could be more affirming of LGBTQ+ staff and/or clients, including steps the learner would need to take in order to advocate for and/or enact these changes.</li> <li>• Citations of at least five sources.</li> </ul> | <b>30</b>       |               |
| Development (Paragraph and sentence structure, transition, clarity and flow)   | <b>10</b>       |               |
| Style (Text is clear and credible, work is supported with citations and other sources in APA format, document is formatted properly)   | <b>10</b>       |               |
| Mechanics (Proficiency in grammar, spelling and punctuation)   | <b>10</b>       |               |
| <b>Total Points</b>  | <b>100</b>      |               |

**Choose Your Own Adventure Final Presentation Grading Rubric**

| Criteria  | Possible Points | Points Earned |
|---|-----------------|---------------|
| Presentation Content & Thoroughness of Syllabus Requirements: <ul style="list-style-type: none"> <li>• Demographics</li> <li>• Background</li> <li>• Community Key Challenges</li> <li>• Community Key Strengths</li> <li>• Interventions, Plans, and Choose Your Own Adventure Text</li> <li>• Reason for Presentation</li> <li>• Discussion Questions</li> </ul>  | <b>50</b>       |               |
| Presentation Organization & Professionalism: <ul style="list-style-type: none"> <li>• Organization of presentations structure (including introduction, conclusion, and discussion)</li> <li>• Appropriateness of time utilization</li> <li>• Presence of professional demeanor</li> <li>• Effectiveness of language, voice and gestures while presenting</li> </ul> | <b>35</b>       |               |
| Presentation Quality: <ul style="list-style-type: none"> <li>• Active engagement of learners in presentation and discussion</li> <li>• Level of persuasiveness in relaying the significance/impact of this topic</li> <li>• Creativity</li> <li>• Fun/Entertainment value</li> </ul>  | <b>15</b>       |               |
| <b>Total Points</b>   | <b>100</b>      |               |

## Choose Your Own Adventure Final Paper Grading Rubric

| Criteria   | Possible Points | Points Earned |
|--|-----------------|---------------|
| Content (Depth of research, analysis, comprehension, and personal reflection)  | <b>40</b>       |               |
| Thoroughness/Inclusion of all aspects assigned as part of description in syllabus: <ul style="list-style-type: none"> <li>• Community Description</li> <li>• Professional Application</li> <li>• Book Review and Application</li> <li>• Future Directions</li> </ul> | <b>30</b>       |               |
| Development (Paragraph and sentence structure, transition, clarity and flow)   | <b>10</b>       |               |
| Style (Text is clear and credible, work is supported with citations and other sources in APA format, document is formatted properly)   | <b>10</b>       |               |
| Mechanics (Proficiency in grammar, spelling and punctuation)   | <b>10</b>       |               |
| <b>Total Points</b>  | <b>100</b>      |               |