

**CITY UNIVERSITY OF NEW YORK
SILVERMAN SCHOOL OF SOCIAL WORK
AT HUNTER COLLEGE**

**SOCIAL WORK PRACTICE WITH LESBIAN, GAY, BISEXUAL, &
TRANSGENDER PERSONS
SW 791.76
Fall, 2012**

Professor: Gerald P. Mallon, D.S.W.
Phone: (212) 396-7562/office; 917 940-5455/cell
E-mail: gmallon@hunter.cuny.edu
Faculty Home Page: www.garymallon.com
Office Hours: By appointment

COURSE DESCRIPTION

This three credit, advanced level course builds upon the foundation level knowledge offered to students in the first two semesters in the Human Behavior and the Social Environment I & II classes.

This course will begin by presenting a developmental model for the acquiring of a positive LGBT identity. Most of the focus of the course content will be on the development of appropriate social work skills for intervening with a variety of LGBT people who are in need of social work services.

The theoretical justification for social work methods of assessment and intervention in this class are presented within the context of the ethics and values of the profession and with a focus on the profession's fundamental interest in promoting social and economic justice and in addressing the needs of populations at risk; including women, people of color communities, LGBT people, and persons with disabilities.

Course Objectives:

At the end of this semester the student will acquire:

1. the opportunity to examine and critically evaluate the implicit and explicit values and ethics presented in the course content [EP 2.1.3]
2. the opportunity to explore personal biases and stereotypes that can affect the understanding of human behavior and change [EP 2.1.1, 2.1.2, 2.1.4, 2.1.7];

3. knowledge of the nature and significance of diversity and its impact upon human development, behavior and values, especially as it relates to differences in gender, race, class, ethnicity, spirituality, ability and sexual/gender orientation and other populations at risk [EP2.1.4];
4. knowledge of the environmental conditions that promote or inhibit development and behavior; i.e.: poverty, class, discrimination, and oppression and to discern the necessity of promoting economic and social justice[EP 2.1.5, 2.1.8, 2.1.9];
5. knowledge of how to assess what stage of LGBT identity formation appropriate clients are in, and how this impacts on their accessing needed services[EP2.1.10a, 2.1.10b, 2.1.10c];
6. appropriate skills to intervene with and advocate for members of sexual minorities in mainstream agencies[EP 2.1.10c];
7. the skills to conduct a social work interview in a non-heterosexually biased manner that allows clients who are members of sexual minorities to develop the kind of relationship necessary to obtaining all needed services in a comfortable and non-biased way[EP 2.1.10a, 2.1.10b];
8. skills in identifying and intervening with the nontraditional family systems that are an essential component of most LGBT people's lives [EP 2.1.10c];
9. Knowledge of the importance of issues of aging, chemical dependency, domestic violence and hate crimes impact on LGBT clients [EP 2.1.9].
10. intellectual and analytic tools to integrate and apply to practice, multiple and competing theories [EP 2.1.1, 2.1.3];
11. tools to pursue aspects of this knowledge in greater depth throughout their social work careers [EP 2.1.3, 2.1.6].
12. a facility for oral and written expression and analysis, as required for professional social work practice [2.1.3].
13. an appreciation for the professional requirement for the systemic evaluation of practice [EP 2.1.10d]

OUTCOMES

Upon successful completion of this class students will demonstrate a range of competency in each of the stated objectives of the course. As demonstrated by written assignments, group projects and class discussion, students will be expected:

1. To formulate an understanding of the complexity of variables, which impact upon definitions, and expressions of LGBT lives.
2. To have an understanding of and be able to critically analyze the multiple theories related to the lives of LGBT people, marked by consideration of the variations in human situations due to the transactions of bio-psycho-socio-cultural, and political-economic forces that may either encourage or impede self-determination and the individual's worth and dignity.
3. To contextualize current theories of human behavior in the social environment in relation to the history and development of the social work profession.
4. To understand that theoretical perspectives reflect developments in the wider social, economic, political and historical context.
5. To define social justice, economic security, equality as well as oppression as these issues pertain to the population and; to understand the role played by human behavior in the social environment.
6. To learn what clients, social workers, social agencies and social movements can and have done to promote or inhibit justice and equality and to alleviate oppression.
7. To understand and analyze the differential impact of human behavior in the social environment on populations at risk, including women, persons-of-color, LGBT people, immigrants and persons with disabilities, mental illness, and HIV/AIDS.
8. To recognize the unique needs, interest, strengths and problems among diverse groups in society; to understand the dynamics of racism, sexism, classism, heterocentrism, ableism, ageism, and other oppressions; to understand how oppression of any one population affects the well-being of all clients.

9. To identify sources of data needed to evaluate and analyze various theories of human behavior.

10. To clarify personal and professional values, to recognize the ethics and values represented by the social work profession; to learn to address the value conflicts and ethical dilemmas that result when social work practice, social agency procedures and theoretical formulations fail to meet basic human needs.

Expectations Concerning Student Performance and Criteria for Evaluation of Student Performance

Attendance:

Students are expected to attend all sessions and notify the instructor (via email) if they will be unable to attend. Absence for more than two classes will constitute a no credit for the course.

Use Of Technology in Class and for the Class:

The School of Social Work recognizes that portable technology, such as laptop computers, cell and "smartphones" and personal digital assistants (PDAs), in the classroom can be a valuable learning aid and can be necessary to student life. In addition to increasing the proficiency of note taking, access to the Internet and other sources during class can enhance class participation. Portable technology also has the potential to be distracting to the student using the technology device and to other students around the user. To avoid this distraction, the use of laptops, cell phones, and other portable technology for any of the following activities are prohibited in School of Social Work classes: instant or text messaging, sending or reading e-mail, games, viewing any websites not related to class discussion, and working on projects not directly related to the immediate class activity. Unless you are responsible for a child or someone else's medical well-being please turn your cell phone completely off while in class.

Web Based Class Platform Information and Requirements

This course will be taught via a combination of teaching methods: live in-class sessions and asynchronous web-based presentations. In addition, the class requires at least one hour of learning on www.Garymallon.com each week – weekly use of the discussion board; viewing of films on the website; and weekly assignments – students MUST sign every comment written on

the discussion board.

Grading:

The HCSSW grading system is Credit, No Credit and Honors for "A+" work; students may request a letter grades in writing from the instructor. Credit will be assigned on the basis of written work and class participation. Honors will be given for superior performance in all three of the following: 1) style and content of written work, 2) creative use of assigned and outside readings in papers, and 3) contribution to class discussions. Late papers are not permitted, nor are incompletes given for the course.

Academic Integrity:

This course and its instructor adhere to the College and School policies regarding accommodations for students with disabilities, observance of religious holidays, incomplete grades, plagiarism and students' evaluation of the course and its instruction as stated in the Hunter College School of Social Work Student Handbook. Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

Instructor Availability

I am available by appointment only. Please use email to contact me (my email address is listed on page one) or if you must call leave a message at (212) 396-7562 or on my cell (917) 940-5455 and I will return your call.

COURSE ORGANIZATION

Class sessions will combine lectures, videos, readings, on line session and presentations by guest speakers who are either founders or key personnel in existing LGBT identified social service agencies in the New York City metropolitan area.

Required Course Texts

There are two required texts for this course:

Mallon, G.P. (Ed.). (2008). Social work practice with lesbian, gay,

bisexual, and transgender persons (2nd ed.). New York: Routledge.

Mallon, G.P. (Ed.). (2009). Social work practice with transgender and gender variant youth (2nd ed.). New York: Routledge.

The first you will be given for free, the second you must purchase on amazon.com

Course Requirements

1. Completion of required readings for all class sessions and active participation in class discussions.
2. Final Assignment: Identity Formation Paper/Or Other Creative Assignment: Due December 4, 2012

COURSE PLAN

Week 1

Overview of the Course Introduction to Key Concepts and Terms

Required Readings:

Davis, C. (2009). Introduction to practice with transgender and gender variant youth. In G.P. Mallon (Ed.) Social services with transgender youth (pp. 1-22). New York: Routledge.

Gonsiorek, J. C., Sell, R. L., & Weinrich, J. D. (1995). Definition and measurement of sexual orientation. Suicide and Life Threatening behavior, 25, 40-51.

Hess, P., & Feldman, N. (2008). Values and ethics in social work practice with LGBT people. In G.P. Mallon (Ed.) Social work practice with LGBT people (pp. 25-39). New York: Routledge.

Mallon, G.P. (2008). Knowledge for practice with LGBT people. In G.P. Mallon (Ed.) Social work practice with LGBT people (pp. 1-24). New York: Routledge.

Mallon, G.P. (2008). Appendix 1: Key definitions and terms. In G.P. Mallon (Ed.) Social work practice with LGBT people (pp. 383-395). New York: Routledge.

Mallon, G.P. (2009). Knowledge for practice with transgender and gender variant youth. In G.P. Mallon (Ed.) Social services with transgender youth (pp. 22-37). New York: Routledge.

Week 2 Understanding Heterocentrism & Homophobia: Theory, Manifestations and Implications for Practice

Required Readings:

Allport, G. (1954). The nature of prejudice. Cambridge, MA: Addison-Wesley, Chapter 9. Handout

Cain, R. (1991). Stigma management and gay identity development. Social Work, 36(1), 67-73.

Goffman, E. (1963). Stigma: Notes on the management of a spoiled identity. New York: Simon & Schuster, Chapter 2 - Handout

Herek, G. M. (1995). Psychological heterosexism in the United States. In A. R. D'Augelli & C.J. Patterson, (Eds.), Gay, lesbian, and bisexual identities over the lifespan (pp. 321 - 346). Oxford: Oxford University Press.

Pharr, S. (1988). Homophobia: A weapon of sexism. Inverness, CA: Chardon Press, pp. 53-64.

National Association of Social Workers. (1994a). Lesbian and gay issues. In National Association of Social Workers (Eds.) Social Work Speaks, (pp. 162-165). Washington, D.C.: NASW Press.

NASW (1994b). Social work speaks. Transgender issues. Washington, DC: NASW.

Walters, K.L., & Old Person, R.L. (2008). LGBT people of color: Reconciling divided selves and communities. In G.P. Mallon (Ed.) Social work practice with LGBT people (pp. 41-69). New York: Routledge.

Weeks 3 & 4 Theories and Models of LGBT Identity Formation and the Coming Out Process

Required Readings:

Brown, L. S. (1995). Lesbian identities: Concepts and issues. In A. R. D'Augelli & C. J. Patterson, (Eds.), Gay, lesbian, and bisexual identities over the lifespan (pp. 3-23). Oxford: Oxford University Press.

Chan, C. (1995). Issues of sexual identity in an ethnic minority: The case of Chinese American lesbians, gay men, and bisexual people. In A. R. D'Augelli & C. J. Patterson, (Eds.), Gay, lesbian, and bisexual identities over the lifespan (pp. 87-101). Oxford: Oxford University Press.

Spin, O. (1993). Issues of identity in the psychology of Latina lesbians. In L. D. Garnets & D. G. Kimmel (Eds.), Psychological perspectives on lesbian and gay male experiences, (pp. 348-363). New York: Columbia University Press.

Gonsiorek, J. C., & Rudolph, J. R. (1991). Homosexuality identity: Coming out and other developmental events. In J. C. Gonsiorek & J. D. Weinrich, (Eds.), Homosexuality: Research implications for public policy, (pp. 161-176). Newbury Park, CA: SAGE.

Minton, H. L., & McDonald, G. J. (1984). Homosexual identity formation as a developmental process. In J.P. De Coco & M.G. Shively, (Eds.), Origins of sexuality and homosexuality, (pp. 91-104). New York: Harrington Park Press.

Week 5 Social Work Practice with Bisexual People

Required Readings:

Blumstein, P. W., & Schwartz, P. (1977). Bisexuality: Some social psychological issues. Journal of Social Issues, 33(2), 30-45.

Fox, R. C. (1995). Bisexual identities. In A.R. D'Augelli & C. J. Patterson, (Eds.), Gay, lesbian, and bisexual identities over the lifespan (pp. 48-86). Oxford: Oxford University Press.

Travers, R. & O' Brien, C.A. (1998). The complexities of bisexual youth identities. In M. Schneider (Ed.). Pride & prejudice: Working with lesbian, gay, and bisexual youth (pp. 117-136). Toronto, ON: Central Toronto Youth Services. - Handout

Weber, G., & Heffern, K. T. (2008). Social work practice with bisexual people. In G.P. Mallon (Ed.) Social work practice with LGBT people (pp. 69-82). New York: Routledge.

Weeks 6 & 7 Social Work Practice with Transgender & Gender Non Conforming People

Brill, S., & Pepper, R. (2008). The transgender child: A handbook for families and professionals. San Francisco: Cleis Press.

Burgess, C. (1999). Internal and external stress factors associated with the identity development of transgender youth. In G.P. Mallon (Ed.) Social services with transgender youth (pp. 35-47). New York: Haworth Press.

Davis, C. (2008). Social work practice with transgender and gender non conforming people. In G.P. Mallon (Ed.) Social work practice with LGBT people (pp. 83-111). New York: Routledge.

Mallon, G.P. (Ed.). (2009). Social work with transgender and gender variant youth. NY: Routledge.

Week 8 Social Work Practice with Individuals and Couples Gay Men and Lesbians

Required Reading:

Berger, R. (1990). Passing: Impact on the quality of same-sex couple relationships. Social Work, 35, 328-332.

Booker, L.C., & Dodd, SJ, (2008). Social work practice with lesbian couples. In G.P. Mallon (Ed.) Social work practice with LGBT people (pp. 179-200). New York: Routledge.

Dodd, SJ, & Booker, L.C. (2008). Social work practice with lesbian individuals. In G.P. Mallon (Ed.) Social work practice with LGBT people (pp. 113-140). New York: Routledge.

Gartrell, N. K. (1994). Boundaries in lesbian therapist-client relationships. In B. Greene & G. M. Herek (Eds.), Lesbian and gay psychology: Theory, research, and clinical applications (pp. 98-117). Thousand Oaks, CA: Sage Publications.

Mc Vinney, L.D. (2008). Social work practice with gay male couples. In G.P. Mallon (Ed.) Social work practice with LGBT people (pp. 201-220). New York: Routledge.

Shernoff, M. (2008). Social work practice with gay individuals. In G.P. Mallon (Ed.) Social work practice with LGBT people (pp. 141-178). New York: Routledge.

Week 9 & 10 Practice with Gay, Lesbian, Bisexual, Transgender and Questioning Youth

Rosenwald, M. (2008). Group work practice with LGBT people. In G.P. Mallon (Ed.) Social work practice with LGBT people (pp. 221-240). New York: Routledge.

Glenn, W. (2009). Reflections of an emerging male to female transgender consciousness. In G.P. Mallon (Ed.) Social work practice with transgender and gender variant youth (pp. 104-114). New York: Routledge.

Mallon, G.P. (1998). Gay, lesbian and bisexual childhood and adolescence: An ecological perspective. In G. Appleby & J. Anastas Not just a passing phase: Social work with gay, lesbian and bisexual people (pp. 115-144). New York: Columbia University Press.

Mallon, G. P. (1994). Counseling strategies with gay and lesbian youth. (pp. 75-91). In T. De Crescenzo, (Ed.), Helping gay and lesbian youth: New policies, new programs, new practices. New York: Haworth Press.

Mallon, G.P. (2001). Lesbian and gay youth: A youth worker's perspective. Washington, DC: CWLA.

Pazos, S. (2009). Practice with female to male transgender youth. In G.P. Mallon (Ed.) Social work practice with transgender and gender variant youth (pp. 87-103). New York: Routledge

Weeks 11 & 12

Gay, Lesbians, Bisexuals, and Transgender Persons Within Families

Required Readings:

Cooper, K. (2009). Social work practice with transgender and gender variant youth and their families. In G.P. Mallon (Ed.) Social work practice with transgender and gender variant youth (pp. 122-128). New York: Routledge

Mallon, G.P. (2008). Social work practice with LGBT people within families. In G.P. Mallon (Ed.) Social work practice with LGBT people (pp. 241-268). New York: Routledge.

Mallon, G.P. (2008). Social work practice with LGBT parents. In G.P. Mallon (Ed.) Social work practice with LGBT people (pp. 269-312). New York: Routledge.

Patterson, C. J. (2000). Family relationships of lesbians and gay men. *Journal of Marriage and the family*, 62, 1052-1069.

Strommen, E. F. (1989). "You're a what?". Family member reactions to the disclosure of homosexuality. *Journal of Homosexuality*, 18(1/2), 37-58.

Week 13

Lesbians and Gay Men in Midlife and Old Age

Required Readings:

Berger, R. M. (1982b). The unseen minority: Older gays and lesbians. *Social Work*, 27(3), 236-242.

Berger, R. M. (1984). Realities of gay and lesbian aging. *Social Work*, 29(1), 57-62.

Kimmel, D. C., & Sang, B. E. (1995). Lesbians and gay men in midlife. In A. R. D'Augelli & C. J. Patterson, (Eds.), *Gay, lesbian, and bisexual identities over the lifespan* (pp. 190-214). Oxford: Oxford University Press.

Reid, J. D. (1995). Development in late life: Older lesbian and gay lives.

In A. R. D'Augelli & C. J. Patterson, (Eds.), Gay, lesbian, and bisexual identities over the lifespan (pp. 215 - 242). Oxford: Oxford University Press.

Sang, B. E. (1993). Existential issues of midlife lesbians. In L. D. Garnets & D. G. Kimmel (Eds.), Psychological perspectives on lesbian and gay male experiences, (pp. 500-516). New York: Columbia University Press.

Week 14

Social Service Delivery: Organization & Community Issues

Required Readings:

Appleby, G.A. & Colon, E. (2008). Social work practice with LGBT people within organizations. In G.P. Mallon (Ed.) Social work practice with LGBT people (pp. 363-382). New York: Routledge.

Flynn, B. (2008). LGBT Communities and health care. In G.P. Mallon (Ed.) Social work practice with LGBT People (pp. 331-362). New York: Routledge.

Hartman, A. (1993). Out of the closet: Revolution and backlash. Social Work,38(3), 245-246, 360.

Mallon G.P. (2009) A call for organizational Trans-formation. In G.P. Mallon (Ed.) Social work practice with transgender and gender variant youth (pp. 163-175). New York: Routledge

Nealy, E. (2008). Community practice with LGBT people. In G.P. Mallon (Ed.) Social work practice with LGBT People (pp. 313-330). New York: Routledge.

ASSIGNMENT

There will be one written project based on an aspect of a LGBTQ practice population that is of particular interest to the student – for the class. Administration Students and Community Planning and Organizing Students may work with the Professor on an alternative assignment

Assignment:

Due: December 4, 2012

Identity Formation Paper or Alternate Administration/CO Oriented Assignment

Interview a gay, lesbian, bisexual, or transgender person about their process of identifying and coming to terms with their sexual orientation. Students are encouraged to select an interviewee who is of a different race, gender, and religious background than their own. Please explore with the interviewee, the following issues:

- How did they arrive at their current orientation?
 - At what age did they first experience, if they did, a sense of differentness?
 - Do they believe that their orientation was a choice? If not, what do they believe?
 - How do they describe the way that this process occurred over time?
 - What were their familial, religious, community, and cultural factors that influenced their identity formation or expression and the coming out-process?
- How does this person assess their own "outness?" If they are "out" to their family, to whom did they first come out to and why? Have they ever had anyone else in their family identify as gay, lesbian, bisexual, or transgender? If they are not "out" to their family, why not?
- What are the internal and external events that occurred during this process that they can identify as significant?

In an 8-10 page (not including references) word-processed paper: (a) summarize for the instructor the pertinent demographics of the interviewee disguising the identity of the client for purposes of confidentiality; (b) discuss your interviewee's identity formation process using one of the theoretical models discussed in class; (c) discuss the strengths and weakness of the model in terms of describing your interviewee's experience; (d) discuss how the interviewee's familial, religious, community and cultural factors influenced their identity formation and coming out process; (e) How did the narrative you heard challenge any of your own previously held beliefs about gay, lesbian, bisexual, or transgender persons?

Format:

You **must** use APA style to cite literature – see handout. Relevant literature,

must be incorporated into the assignments and cited in the text. A reference list of cited literature, must appear at the end of each paper. **Use of relevant literature is an important evaluative criteria when papers are graded.** Please proof-read, number the pages, and staple your paper.