
This lifespan course provides students with an understanding of the issues facing lesbian, gay, bisexual, transgender, and queer (LGBTQ+) individuals, and the implications for social work practice and policy. It considers the lives of LGBTQ+ people from youth, through young and mid-adulthood, through the elder years. The course will examine many issues facing LGBTQ+ individuals, including sexual orientation and gender identity; bias, homophobia, and discrimination; family and relationship matters; health and mental health issues; and the impact of institutional and policy bias. Students will consider social work strategies to address these psychosocial challenges. Class discussion and materials will seek to promote the well-being and resiliency of LGBTQ+ individuals in response to social injustice. There are no prerequisites for this elective.

EXPANDED KNOWLEDGE BASE

Upon successful completion of this course, students should have acquired an understanding of:

- Historical context for LGBTQ+ oppression and discrimination in the U.S.
- Distinctions between and personal meaning of sexual orientation and gender identity
- Experiences and perspectives of LGBTQ+ individuals through the lifespan
- Unique issues for youth, young and mid-life adults, and older adults

PLAGIARISM

The Wurzweiler School of Social Work does not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation;

student and present them as your own. This explicitly includes the use of AI, which is not recommended. However, if AI is used in any class assignment, students must cite and reference any AI generated material; failure to do so is regarded as plagiarism.

It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will fail the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

HIPAA ALERT

In line with the new HIPAA regulations concerning protected health information of clients or others, it is important that any case information you present from your work needs to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious identifiers, such as names and birth dates, but may also may involve other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

CONFIDENTIALITY

Given the sensitive nature of class discussions, including the discussion of course materials, and at times revelation of personal matters, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to discuss their needs with the Office of Disability Services, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to your professor to discuss your needs.

E-RESERVES (Electronic Reserves)

Most of the articles in the syllabus that are not in required textbooks are available on electronic reserve (E-RESERVES).

1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves"
3. If you wish to access e-reserves from the library home page (library.yu.edu), Please use "wurzweiler" all lower case, as the password.

4. If you have problems accessing e-reserves, please email: ereserves@yu.edu.

INSTRUCTIONAL METHODS

This course will include readings, case studies and exercises, and experiential group exercises, as well as independent research and writing. All students are expected to keep up to date with the reading and written assignments, which will serve as a background for class activities and assignments, and provide important background material and building blocks for each class.

REQUIRED TEXTS

Mallon, G.P. (2018). *Social work practice with lesbian, gay, bisexual, and transgender people (3rd Ed.)*. New York, NY: Routledge.

List: \$56.95 (paperback edition) ISBN-10: 1138909890

Acquaviva, K.D. (2023). *The handbook of LGBTQIA-inclusive hospice and palliative care (2nd Ed.)*. New York, NY: Columbia University Press.

List: \$35.00 ISBN-10: 0231206437

Required chapters to be placed on e-reserves.

RECOMMENDED BOOKS

Dentato, M.P. (2023). *Social work practice with the LGBTQ+ Community: The intersection of history, health, mental health, and policy factors (2nd Ed.)*. New York, NY: Oxford University Press.

List: \$95.00 ISBN-10: 0197573495

Lapinski, J., Diaz, K.M., & Heidelbaugh, J.J. (2021). *LGBTQ+ health (Primary care: Clinics in office pra4 (f)-0(he).)*.

Smalley, K.B., Warren, J.C., & Barefoot, K.N. (2018). *LGBT health*. New York, NY: Springer Publishing Company.

Vaid, U. (2012). *Irresistible revolution: Confronting race, class, and the assumptions of LGBT politics*. New York, NY: Magnus Books.
List: \$24.39 ISBN-10: 1936833298

COURSE ASSIGNMENTS

Format for Written Assignments

MID-TERM ASSIGNMENT

DUE: Session 7

the bully) and their parents, the educational community that should address the problem, and the policymakers establishing the rules to be followed upon incidents of bullying.

Identify a lifespan experience facing LGBTQ+ people that has personal, community, and policy components. Please obtain your professor's prior approval of your topic. In a concise introduction, explain the significance of this issue, and briefly discuss how it ties together the personal, community, and policy realms.

2. The personal experience. How does this issue impact the personal lives of LGBTQ+ individuals? Use professional literature to help analyze your issue from developmental and/or clinical perspectives. Provide example(s) from recent events to illustrate your points. Examples may be obtained from the professional literature, or from national newspapers, popular periodicals, or the Internet.

3. Community interview. Interview a professional social worker, program planner, administrator, or policy official at a community organization serving the LGBTQ+ community. Find out about the client population and their service needs and issues, the programs developed to address those client needs, and the governmental policies that impact on addressing client/community needs.

4. Presentation of community meeting. Describe the meeting you had at an LGBTQ+ community organization. Who did you meet with and what do they do? Describe the client population and their service needs and issues. What programs are in place to address their client's needs? Have they been shown to be effective? Describe the governmental policies that impact on meeting the needs of clients and the community.

5. Policy perspective. Place the client and community needs in the context of the broader policy environment.

- a. Identify one (1) city, state, or federal policy that impacts on the ability of your agency to serve its clients and community.
- b. Briefly summarize the governmental policy and describe how it affects clients. Please be specific and cite to policy materials describing them.
- c. Briefly advocate for one (1) policy recommendation, consistent with social work values, which would improve client services.

For example, if you interview staff at an agency serving homeless LGBTQ+ youth, find out about specific governmental policies that impact upon serving these young people. Obtain suggestions on policies to improve client care.

REQUIREMENTS: Eight-ten (8-10) typed, double spaced pages, excluding references. Please use headings based on the assignment outline to organize your sections. Remember to proof read your paper. Provide a cover sheet with a full title for the paper reflecting your topic and name. Paginate your entire paper.

References: In your research, you are required to use a minimum of 7 sources; 5 must be from non-assigned readings from professional literature. You may additionally use - -9.9 ()16k non

COURSE OUTLINE

Sessions 1: Introduction to Course

- x Overview of course and objectives
- x LGBTQ perspectives and communities
- x Student interests in LGBTQ practice, studies, and experience
- x Generational perspectives

Viewing

Ang Lee, director (1993). *Wedding Banquet* (Classics)

Barry Jenkins, director (2016). *Moonlight* (Plan B Entertainment)

From Mallon:

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Readings

From Mallon:

Dodd, S.J. & Booker, L.C., Ch. 5: Practice with lesbian individuals and couples, pp. 66-89

La Sala, M., Ch. 6: Practice with gay individuals and couples, pp. 90-111

Weber, G., Ch. 3: Practice with bisexual people, pp.30-41

+TBA

Session 5: Transgender Identity and Practice Issues

- x Transgender identity development
- x Gender fluid identities
- x Personal and family experiences and perspectives

Required reading

From Mallon:

Davis, C., Ch. 5: Practice with transgender people, pp.42-65

Session 6: Childhood and Adolescence

- x LGBT adolescent development
- x Bullying and harassment
- x Family, school, and the social context

Readings

From Mallon:

Shelton, J., Ch. 9: Practice with LGBT youth, pp.148-164

LaSala, M.C. (2010). Coming out, coming home: Helping families adjust to a gay or lesbian child. New York: Columbia University Press.
Chapters 1 and 5

Session 7: Evolving Lives, Evolving Relationships

MID-TERM ASSIGNMENT DUE AT SESSION 7

- x Interplay of history, culture, and family
- x Evolving nature of relationships
- x Self-identity through the lifespan

Viewing

Maddux, S. [director] (2011). *Gen Silent*. Mad Stu Productions
Guido Santi (Director) (2009), *Chris and Don: A Love Story*. Zeitgeist Films.
HBO Studios (2004). *If These Wall Could Talk 2*. HBO Studios

Readings

TBA

Session 8: Young and Mid-Life Adulthood

- x Intimacy and relationships
- x Partnering/Marriage, family, and children
- x Worklife
- x Impact of HIV/AIDS epidemic

Readings

From Malon:

Malon, G., Ch. 8: Practice with LGBT people within families, pp. 126-147

Malon, G., Ch. 10: Practice with LGBT parents, pp. 165-197

Session 9: Aging and Older Adult Care

- x Retirement and aging
- x Grief and bereavement
- x Caregiving
- x Long-term care
- x End-of-life care

Readings

From Malon:

Gardner, D.S. & Giunta, N., Ch. 11: Practice with LGBT older adults, pp. 198-207

AARP (2018). *Dignity 2022: The Experience of LGBTQ Older Adults*. Retrieved from: https://www.aarp.org/content/dam/aarp/research/surveys_statistics/life-leisure/2022/lgbtq-community-dignity-2022-report.doi.10.26419-2Fres.00549.001.pdf

Read Summary, skim remainder

Aleccia, J.N. & Bailey, M. (June 3, 2019). For the 'Stonewall Generation,' turning to others for care could make them uniquely vulnerable. *Washington Post*. Retrieved from: https://www.washingtonpost.com/health/for-the-stonewall-generation-turning-to-others-for-care-could-make-them-uniquely-vulnerable/2019/05/31/cd313748-80b1-11e9-933d-7501070ee669_story.html

Hu, W. (2017, July 3). Creating a home for L.G.B.T. seniors in New York City. *New York Times*. Download from https://www.nytimes.com/2017/07/03/nyregion/housing-lgbt-seniors-new-york-city.html?_r=0

Session 10: Aging and Older Adult Care (Continued)

From Acquaviva: Preface, pp. xv-xxi

Justice in Aging. (2015). *LGBT Older Adults in Long-Term Care Facilities: Stories from the Field*. Retrieved from: <http://www.justiceinaging.org/customers.tigertech.net/wp-content/uploads/2015/06/Stories-from-the-Field.pdf>

Read Executive Summary.

Stein, G. L., Berkman, C., Acquaviva, K., Woody, I., Godfrey, D., Javier, N. M., O'Mahony, S., gonzález-rivera, c., Maingi, S., Candrian, C., & Rosa, W. E. (2023). Project Respect: Experiences of seriously ill LGBTQ+ patients and partners with their health care providers. *Health Affairs Scholar*. 1(4), 1-9. <https://doi.org/10.1093/haschl/qxad049>

Stein, G.L., Beckerman, N.L., & Sherman, P.A. (2010). Lesbian gay elders and long-term care: Identifying the unique psychosocial perspectives and challenges. *Journal of Gerontological Social Work*, 53(5), 421-435.

Session 11: Clinical Social Work Practice with the LGBTQ+ Community

Guest faculty will address:

- x Working with LGBT individuals and couples
- x Working with LGBT families
- x Selected clinical issues

Readings

TBA

Stein, G.L. (2002, Fall). Welcoming elder lesbian and gay patients in palliative care settings. *American Academy of Hospice and Palliative Medicine Bulletin*, 3(1), 6-7.

Stein, G.L., & Bonuck, K.A. (2001). Physician-patient relationships among the lesbian and gay community. *Journal of the Gay and Lesbian Medical Association*, 5(3), 87-93.

Sessions 13-14: Impact of Law and Policy

- x Gender affirming care for minors
- x Sodomy laws
- x Civil rights / Non-discrimination laws
- x Marriage equality
- x Adoption and parenting
- x Hate Crimes
- x Conversion Therapy

Readings

American Psychological Association (2021). APA Resolution on Sexual Orientation Change Efforts. Retrieved from: <https://www.apa.org/about/policy/resolution-sexual-orientation-change-efforts.pdf>

ACLU (2023). Mapping Attacks on LGBTQ Rights in U.S. State Legislatures. Retrieved from: <https://www.aclu.org/legislative-attacks-on-lgbtq-rights>

Human Rights Campaign (2023). National State of Emergency for LGBTQ+ Americans. Retrieved from: <https://www.hrc.org/campaigns/national-state-of-emergency-for-lgbtq-americans>

Human Rights Campaign (2023). State Equality Index – 2022. Retrieved from: <https://www.hrc.org/resources/state-equality-index>

Lawrence v. Texas, 539 U.S. 558 (2003). Retrieved from: <https://supreme.justia.com/cases/federal/us/539/558/case.pdf>
Read syllabus, pp. 558-561

Obergefell v. Hodges, 576 US 644 (2015). Retrieved from: <https://supreme.justia.com/cases/federal/us/576/14-556/case.pdf>
Read syllabus, pp. 1-5

Rosenwald, M.S. (2015, April 6). How Jim Obergefell became the face of the Supreme Court marriage case. *The Washington Post*. Download from:

<http://www.washingtonpost.com/local/how-jim-obergefell-became-the-face-of-the-supreme-court-gay> --