

Course Number	SOWK 555.54 S02	Classroom	Online
Course Name	Social Work & LGBTQ COMMUNITIES		
Day(s) & Time	ZOOM Classes: January 4, 6, 8 (9 – noon; 1 – 4:00pm); Mondays – January 11, 18, 25, February 1, 8 (7pm – 9pm)		
Instructor	Val Gervais		
U of C E-mail	valerie.gervais@ucalgary.ca	Phone	By e-mail

SYLLABUS STATEMENT

This course will provide an intensive exploration of working with the LGBTQ community.

COURSE DESCRIPTION

LGBTQ+ experiences will be discussed within the social, political, and cultural context using a series of videos to convey the content of this course. Imbedded in the structure of this course is Indigenous cultural circle-based teaching methods using Gervais' Storyteller's Blanket. Students will be responsible to complete assigned readings, and videos, Zoom classroom discussion, and course assignments. The activities and process of this course are intended to assist students: 1) Comprehensively understand and work with marginalized populations; 2) Become more skilled professionals in working with LGBTQ+ community members; and 3) Experience and develop an understanding of Indigenous cultural circle-based teaching methods.

COURSE LEARNING OUTCOMES

The activities and process of this course are intended to assist students to become more skilled professionals in working with marginalized populations and LGBTQ+ community members.

1. Demonstrate an understanding of the critical role of social work and personal values in working with LGBTQ+ communities.
2. Demonstrate an ability to identify the social, political, historical and cultural contexts that impact the LGBTQ+ communities.
3. Understand the challenges and resiliency of LGBTQ+ communities.
4. Understand the central role of activism in LGBTQ+ experience.
5. Demonstrate an understanding and appreciation of Indigenous teaching methods and world view.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Dentato, M. (Ed.). (2018). Social work practice with The LGBTQ Community. New York, NY: Oxford Press.

Assigned videos and On-line resources are provided within the D2L.

Use APA (7th edition) formatting for citations.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course will assist with student development of reflective skills and exploring the Ethics of Social Work practice in working with diverse and marginalized populations.

CLASS SCHEDULE

January 4: During this first day of the course there will be an introduction to the course including a review of objectives and assignments. We will review assigned readings and explore values – personal, cultural and social work in working with the LGBTQ+ communities.

Day 1 – Exploring Values, Social Justice, Identity Development, Pronouns

- Activity – Opening Learning Circle
- Activity – Answering two questions: What motivates you to participate in this class? How would you rate your knowledge on a 1-10 scale (where 1 is low and 10 is high) in working with the LGBTQ+ communities?
- Understanding Indigenous cultural circle-based teaching methods using Gervais' Storyteller's Blanket
- Understanding Social Work, Social Justice, Affirming Values, and Student Values in working with the LGBTQ+ communities.
- Understanding LGBTQ+ Identity Development,
- Understanding Pronoun Use
- Review of Chapter 3, 4, 7, 11, 19 and assigned Videos
- Activity – Review of objectives and assignments.

Reading from text: chapter 3, 4, 7, 11, 19 and Videos within D2L, and Videos viewed on day of class

Review of websites:

<https://egale.ca/> https://en.wikipedia.org/wiki/Timeline_of_LGBT_history_in_Canada
<https://www.casw-acts.ca/en/Code-of-Ethics>

January 6: Day 2 – Exploring LGBTQ+ Identity, Relationships, Coming Out, Community History, Employment, Aging, People of Color

- Understanding LGBTQ+ Identity Development
- Understanding LGBTQ+ Identities
- Understanding Coming Out Process,
- Understanding Relationships

- Community History
- Employment
- Aging
- LGBTQ + People of Color
- Activity – Review previous Day Learnings

Reading from text: chapter 1, 2, 5, 8, 9, 10, 13, 14, 15, 16, 17, 21, and Videos viewed on day of class

January 8: Day 3 – Exploring the Consequences of LGBTQ+ Oppression and Stigmatization, Trauma, Interpersonal Violence, Substance Use and Addictions, and Resiliency

- Understanding the Consequences of LGBTQ+ Oppression and Stigmatization
- Understanding LGBTQ+ Trauma
- Understanding Interpersonal Violence
- Understanding Substance Use and Addictions
- Understanding Resiliency
- Activity – Review of Learnings

Reading from text: chapter 6, 12, 18, 20, 22, 23, 24, and Videos viewed on day of class

January 11: Day 4 (7-9pm) – Exploring LGBTQ+ Communities

- Activity – Speaker on Zoom – Michael Phair

January 18: Day 5 (7-9pm) – Exploring LGBTQ+ Communities

- Activity – Speaker on Zoom – Sam Leibel

January 25: Day 6 (7-9pm) – Self Reflection/ Discussion - Exploring LGBTQ+ Community Identity Challenges

- Activity – Imagine an LGBTQ+ person who you are or might support and what challenges in self identity do you see? How comfortable are they with their identity? How comfortable would you be if that person coping with the identity was yourself or your own child/family member? What supports are present or absent and what might need to occur for the person to feel supported? What are our personal avenues of support to help make a difference?

February 1: Day 7 (7-9pm) – Self Reflection/ Discussion - Exploring LGBTQ+ Communities Emotional and Relational Challenges

- Activity – (Students to reflect on this question via journal and discussion on day of class) – Imagine an LGBTQ+ person who you are supporting and what challenges as far as emotional and relational context on do you see? What supports are present or absent and what might need to occur for the person to feel supported with the skills or

resources to cope? What are your own personal avenues of support to help make a difference?

- Activity – (Students to reflect on this question via journal and discussion on day of class) – Imagine an LGBTQ+ person who you are supporting or might support and what challenges in Community, Family, Organizational context do you see? What supports are present or absent and what might need to occur for the person to feel supported by Community, Family or the Organization you work with? Where are your own personal avenues of support to help make a difference?

February 8: Day 8 (7-9pm) – Self Reflection - Exploring LGBTQ+ Marginalization and Activism within the Social and Political Context

- Activity – (Students to reflect on this question via journal and discussion on day of class) – Imagine an LGBTQ+ person who are supporting and what challenges as far as social policy, social and political context do you see? What areas of marginalization are present and what forms of activism are possible? What are your own personal avenues of support to make a difference?
- Activity – Answer two questions: How would you rate your knowledge now on a 1-10 scale (where 1 is low and 10 is high) in working with the LGBTQ+ communities? What can you commit (self future knowledge, or specific activities) to improving the lives of the LGBTQ community?
- Activity – Addressing Final questions regarding assignments
- Activity – Course review and learnings; Closing learning circle

Please note important dates for Winter 2021:

- First Day of Regular Classes: Monday, Jan 11
- Fee Deadline: Friday, January 22
- Winter Break: February 14 -20 (Sunday to Saturday) – no classes, assignments or course activities
- Good Friday: Friday, April 2
- Easter Monday: Monday, April 5
- Last Day of Regular Classes: Thursday, April 15
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their

instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignments and grading Evaluation will be based on class participation, and individual assignment. The weighting, due dates, and expectations for assignments and activities are described below.

Assignment 1 - Participation: 40%

Aligned Course Learning Outcome: 1, 2, 3, 4, 5,

Participation will be evaluated in terms of: Participation at class, demonstration of having read the material through and during active participation in Zoom discussion - 30 % (10% for each of the 3 days – January 4, 6, 8); (10% - 2% for each of the 5 days- January 11, 18, 25, February 1, 8). A self-evaluation mark will be submitted on February 22, 2021 rationalizing in a one-two page submission the reason for your mark. One-half of the participation mark will be based on the evaluation of the instructor (20%); one-half will be based on self-evaluation (20%).

Assignment 2 - Journal Reflections: 35%

Aligned Course Learning Outcome: 1, 2, 3, 4, 5

A written journal will be submitted on March 8, 2021. This journal will identify your key daily learnings from the readings, videos, and classroom discussions. This writing will also reflect on what skills you might use to assist with your practice with the LGBTQ+ communities; and current and future challenges you believe are there for you working with the LGBTQ+ communities. The journal should also discuss your reflections on the Indigenous approach to teaching during this class. This document would be at most 10 – 15 pages in length.

Assignment 3 - Brief Abstract of an electronic resource for each of the communities represented – Lesbian; Gay; Bisexual; Transgender; Queer + Communities: 25%

Aligned Course Learning Outcome: 1, 2, 3, 4,

Provide a cover page, an annotation identifying the resource and a brief description of the resource you have found that would assist in your personal growth to help each of these communities independently. Choose a specific resource to assist working with 1) Lesbian community; 2) Transgender community; 3) Gay Community; 4) Bisexual Community; and 5) Queer + Community. Comment on how this resource might assist with your personal growth to help you in your social work role with these communities. This assignment will be marked on a scale of 5% for each of the 5 different resources totaling 25 % of your total mark. This document would be at most 10 – 15 pages in length. This assignment is due on March 22, 2021.

Writing Rubric

Students are encouraged to attend to the quality of their written assignments. Students are to provide a cover page to each assignment. Students shall follow APA 7th edition guidelines. The Purdue Online Writing Lab will provide the directions for proper formatting and referencing on your written assignments. Written assignments are to be typed and double spaced 11-point Calibri - on standard-sized paper (8.5" x 11"), with 1" margins on all sides. Students will be deducted 1-2% for punctuation; 1-2% for poor sentence structure/ grammatical errors; 1-2% typing errors; and 1-2% APA errors.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

Students must contact the Instructor with an explanation of absence for classes. If students miss a class they will be required within their Journal assignment to demonstrate that they have read and watched the relevant video(s) and addressed discussion questions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm (mountain time) on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

EXPECTATIONS FOR WRITING

Assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used

in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student’s own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student’s final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Refer to the D2L site for any readings.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points (Calgary)**
- **Safewalk (Calgary)**