

# SW 3O03 Social Work & Sexualities

* January 6 to April 7, 2020, Tuesdays, 7:00 - 10:00 p.m.
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# Course Overview

## Course Description:

Social work practice focused on LGBTQ sexuality often receives intense assessment and intervention and social workers may often find themselves dealing with challenges related a range of issues including heterosexism, sexual abuse, sexual violence, and HIV or other sexually transmitted infections, etc. Social work research focused on sexuality, while growing, often pays little attention to notions of healthy sexuality, positive sexuality, or sexual wellbeing. This course examines ideas about sexual health challenges and healthy sexuality as vital for social workers working with LGBTQ client groups. The course provides examples of such things as sexual development and gender identities/expression (i.e., lesbian, gay, bisexual and transgender), disability, HIV/AIDS, aging, etc. Emphasize is placed on the development of anti-discriminatory or anti-oppressive practices that support health sexual identity towards informing social work practice.

## Course Objectives:

1. To provide students with exposure to a range of LGBTQ sexual health challenges;
2. Students will learn to critically analyze sexual health challenges through a resilient or health sexuality framework; and
3. Student will have developed an understanding and will be able to reflect on ways to address sexual health challenges through strengthen practice approaches.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

This course will draw in a variety of methods to teach course content—approximately one-third of the class time will be devoted to lecture-discussion format, to guest lecturers and documentary films to teach about health sexuality, positive sexuality, or sexual well-being. Students will also work in groups where collaborative work will focus on researching and developing a short presentation focused on a topic of interest as they relate to learning objectives.

## Required Texts:

1. O’Neill, B., Swan, T., & Mulé, N. (Eds, 2015). LGBTQ People and Social Work. Toronto, Ontario: Canadian Scholars’ Press.

## Additional Suggested Readings

1. Bywater, J. & Jones, R. (2007). Sexuality and Social Work: Transforming Social Work Practice. Exeter, UK: Learning Matters, Ltd.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Final Term Paper Outline; due February 11, 2020; 20%
2. Student Group Presentations; February 25, March 3; March 10, March 17, March 24, and March 31, 2020 (sign-up required; details provided in class); 30%
3. Participation Reflection; due March 31, 2020; 15%
4. Final Term Paper; due April 7, 2020; 35%

## Requirement/Assignment Details

### Final Term Paper Outline due February 11, 2020; 20%

* + All students are expected to submit a written outline of their final term paper that identifies a topic related to sexuality and social work practice. This outline in bullet point form provides an overview of your main argument and is linked to relevant scholarly literature. The final term paper outline will address the following:

1. In the introduction, identify a specific challenge that someone might experience as it relates to sexuality; provide a rational or justify why a focus on this area is needed (3%);
2. Adequately review the scholarly published literature for your selected topic using as many readings as needed to describe the specific challenge (5%);
3. Adequately review the scholarly published literature towards examining implications for social practice (5%)
4. Provides a conclusion that goes beyond a simple summary of ideas towards critical evaluating the importance of the approach argued in the paper (5%)
5. Final term papers should not exceed three to four pages, excluding title page and references. Also review additional “assignment submission and grading” and ensure you follow all other instructions (2%)
* Weighted 20% of the final grad, this final term paper outline is due on February 11, 2020.
1. Student Group Presentations due February 25, March 3; March 10, March 17, March 24, and March 31, 2020 (a sign-up sheet will be provided in class); 30%
* In groups of four students, these presentations provide an opportunity to work collectively in a group on a specific topic of interest relevant to the course content. The goal of these presentations will address the following:
1. Introduces the selected topic and provides a rational to justify why a focus on this area is needed (2%);
2. Drawing on scholarly literature, the presentation will identify a challenge related to sexual experience (10%);
3. Drawing on scholarly literature, the presentation will identify implications for social practice (10%);
4. Organization of ideas, references, presentation style, grammar and spelling, and does not exceed the allotted time of 30 minutes, including class discussion (3%)

### Participation Reflection due on March 31, 2020; 15%

* + In assigning yourself a grade for the instructor to consider, provide no more than a paragraph to one-page written reflection (single space if fine) that includes answers to the following questions:
1. When you did attend lecture, how do you feel about your level of engagement and why? (4%)
2. What three salient take-away messages did you receive from attending the course? (7%)
3. What questions remain unanswered and how might you address these moving forward (4%)

### Final Term Paper due on April 7, 2020; 35%

* + All students, using feedback provided on the final term paper outline, will write a final term paper. Again, final term papers will identify a research focus related to the course content, argue a point of view that support the research focus, and is linked to relevant scholarly literature. As before, the final term paper will address the following:
		1. In the introduction, identify a specific challenge that someone might experience as it relates to sexuality; provide a rational or justify why a focus on this area is needed (5.25%);
		2. Adequately review the scholarly published literature for your selected topic using as many readings as needed to describe the specific challenge (8.75%);
		3. Adequately review the scholarly published literature towards examining implications for social practice (8.75%)
		4. Provides a conclusion that goes beyond a simple summary of ideas towards critical evaluating the importance of the approach argued in the paper (8.75%)
		5. Final term papers should not exceed three to four pages, excluding title page and references. Also review additional “assignment submission and grading” and ensure you follow all other instructions (3.5%)

Please note:

Assignment 4: is the final assignment for purposes of the Late Withdrawal Policy.

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced (unless otherwise stated) and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Assignments should be handed in on Avenue on the due date before midnight.
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.

## Avenue to Learn

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss with the course instructor.

## Submitting Assignments & Grading

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Attendance

Students are expected to attend all classes. If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course). Students who are close to missing 20% of classes must contact the instructor to discuss.

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

 The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

## Authenticity/Plagiarism Detection

In this course, we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an

electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software,

etc.). To see the [Turnitin.com Policy](file:///C%3A%5CUsers%5CLorna%5CDocuments%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CJ07G1XFK%5Cwww.mcmaster.ca%5Cacademicintegrity), Print URL [www.mcmaster.ca/academicintegrity](file:///C%3A%5CUsers%5CLorna%5CDocuments%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CJ07G1XFK%5Cwww.mcmaster.ca%5Cacademicintegrity).

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf) policy.

## Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

## Religious, Indigenous and Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Please review the [RISO information for students in the Faculty of Social Sciences](https://socialsciences.mcmaster.ca/current-students/riso) about how to request accommodation.

## E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

## Requests for Relief for Missed Academic Term Work

### McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator (millet@mcmaster.ca ) or Sandra Preston, Undergraduate Chair (prestosl@mcmaster.ca ). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/undergraduate-resources/policy-on-extensions-and-incompletes-november-2019.docx/view) for more details.

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (**millet@mcmaster.ca* *) or Sandra Preston, Undergraduate Chair (**prestosl@mcmaster.ca**).*

# Course Weekly Topics and Readings

## Week 1: January 7, 2020

### Topics:

* Introducing sexuality within social work
* Review of course objectives and requirements
* Student Group Presentations (Group Sign-up)

### Readings:

* Introduction (O’Neill, Swan & Mulé, 2015)
* Dodd, S.J. & Tolman, D. (2017). Reviving a Positive Discourse on Sexuality with Social Work. Social Work. 62 (3): 227-234. Doi: <https://doi.org/10.1093/sw/swx016>.

## Week 2: January 14, 2020

### Topics:

* Resiliency and LGBTQ Communities

### Readings:

* Chapter 1 (O’Neill, Swan & Mulé, 2015)
* Handlovsky, I., Bungay, V., Oliffe, J., Johnson, J. (2018). Developing Resilience: Gay Men’s Response to Systemic Discrimination. American Journal of Men’s Health. 12 (5): 1473-1485. Doi: https://doi.org/10.1177/1557988318768607.

## Week 3: January 21, 2020

### Topics:

* Sexuality and Young People

### Readings:

* Chapters 9 (O’Neill, Swan & Mulé, 2015)
* Brandon-Friedman, R. (2019). Youth Sexual Development: A Primer for Social Workers. Social Work. 64 (4): 356-364. Doi: <https://doi.org/10.1093/sw/swz027>.

## Week 4: January 28, 2020

### Topics:

* Sexuality and the Older LGBTQ Person

### Readings:

* Chapter 4 (O’Neill, Swan & Mulé, 2015)
* Fabbre, V. (2017). Queer Aging: Implications for Social Work Practice with Lesbian, Gay, Bisexual, Transgender, and Queer Older Adults. Social Work. 62 (1): 73-76. Doi: <https://doi.org/10.1093/sw/sww076>.

## Week 5: February 4, 2020

### Topics:

* Queer and Living with a Disability

### Readings:

* Chapter 3 (O’Neill, Swan & Mulé, 2015)
* Pieri, M. (2019). The Sound that you do not see. Notes on Queer and Disabled Invisibility. Sexuality & Culture. 23 (2): 558-570. Doi: <https://doi.org/10.1007/s12119-018-9573-8>.

Film:

* Gurza, A. (2017). Picture This. Toronto, Ontario: National Film Board of Canada.

## Week 6: February 11, 2020

### Topics:

* Living with HIV and Sexuality

### Readings:

* Chapter 11 (O’Neill, Swan & Mulé, 2015)
* Sandset, T. (2019). HIV both starts and stops with me: Configuring the neoliberal sexual actor in HIV prevention. Sexuality & Culture. 23 (2): 657-673. Doi: <https://doi.org/10.1007/s12119-018-09584-1>.

### Assignment:

* Final Term Paper Outline Due

## Week 7: February 25, 2020

### Topics:

* Queer Indigenous Sexuality

### Readings:

* Chapter 5 (O’Neill, Swan & Mulé, 2015)
* Greensmith, C. (2018). Unsettling White Queer Complicities: Towards a Practice of Decolonization in Queer Organizations. Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice. 6 (1): 16-36.

### Assignment:

* Student Group Presentations

## Week 8: March 3, 2020

### Topics:

* Bisexuality and Pansexuality
* Student Group Presentations

### Readings:

* Chapter 6 (O’Neill, Swan & Mulé, 2015)
* Taylor, J. (2018). Out of the darkness and into the shadows: The evolution of contemporary bisexuality. Canadian Journal of Human Sexuality. 27 (2): 103-109. Doi: 10.3138/cjhs.2018-0014.

### Assignment:

* Student Group Presentations

## Week 9: March 10, 2020

### Topics:

* Gay and Caregiving

### Readings:

* Chapter 8 (O’Neill, Swan & Mulé, 2015)
* Ismail, M., Hammond, N., Wilson, K., Stinchcombe, A. (2019). Canadian who care: Social networks and informal caregiving among lesbian, gay and bisexual older adults in the Canadian longitudinal study on aging. 0 (0): 1-18. Doi: 10.1177/0091415019864603.

### Readings:

* Student Group Presentations

## Week 10: March 17, 2020

### Topics:

* Sexuality and the Trans Community

### Readings:

* Chapter 7 & 13 (O’Neill, Swan & Mulé, 2015)

Film:

• Kol, A. (2015). Transfixed. Westmount, Quebec: Filmoption International.

### Assignment:

* Student Group Presentations

## Week 11: March 24, 2020

### Topics:

* LGBTQ Newcomers

### Readings:

* Chapter 12 (O’Neill, Swan & Mulé, 2015)
* Yee, J., Marshall, Z., Vo, T. (2014). Challenging neo-colonialism and essentialism: Incorporating hybridity and new conceptualizations of settlement service delivery with lesbian, gay, bisexual, trans, and queer immigrant young people. Critical Social Work. 15 (1): 88-103.

### Assignment:

* Student Group Presentations

## Week 12: March 31, 2020

### Topics:

* Researching Sexuality

### Readings:

* Chapter 16 (O’Neill, Swan & Mulé, 2015)
* Poole, H. (2003). Researching sexuality and sexual issues: Implications for the researcher. Sexual and Relationship Therapy. 19 (1): 79-86. Doi: <https://doi.org/10.1080/14681990410001640853>.

### Assignment:

* Student Group Presentations

## Week 13: April 7, 2020

### Topics:

* Reflections on Sexuality
* Course Celebration