University of North Texas at Dallas
Fall 2016
Syllabus

Behavioral & Biopsychosocial Challenges within LGBT Communities PSYC 4670 • 3 hrs.			
Department of	Sociology & Psychology	**School of**	Liberal Arts & Sciences

Instructor Name:	Elizabeth Casa de Calvo, M.A.
Office Location:	University of North Texas at Dallas 7400 University Hills Blvd., DAL2 257 Dallas, TX 75241-4605
Office Phone:	(469) 530-0405
Email Address:	Elizabeth.Casadecalvo@untdallas.edu

Virtual Office Hours:	I am available online most days from 9 am to 9 pm, by email or phone. If you get my voicemail I will return your call within 24 hours. If you send an email I will respond within 24 hours on weekdays and within 48 hours on weekends. I will make myself available to meet in person, individually, or as a group whenever a need arises. <u>Note</u>: All written communication will be delivered via e-mail or Blackboard.

Classroom Location:	Online
Class Meeting Days & Times:	Online

Course Catalog Description:	"Understanding the health-related behaviors and psychosocial factors associated with sexual minorities (LGBT: lesbian, gay, bisexual and transgendered), primarily in the U.S. Designed for healthcare workers, educators, service providers and individuals who work with or are interested in LGBT communities."

Prerequisites:	General Psychology
Required Text:	Gibson, M., Alexander, J., & Meem, D. (2014). Finding Out: An Introduction to LGBT Studies (2nd Edition). Thousand Oaks CA: Sage. ISBN-10: 1452235287 • ISBN-13: 978-1452235288

Access to Learning Resources:	UNT Dallas Library:
	    phone: (972) 780-3625;
	    web: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore:
	    phone: (972) 780-3652;
	    e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:	
	Overview: This course will explore the health-related behaviors and psychosocial factors associated with sexual minorities (LGBT: lesbian, gay, bisexual and transgendered). Students will review historical, political, social, and cultural developments, issues, and research, particularly focusing on national and international developments. Primary sources taken from history, literature and the arts, media and politics, and more will provide a framework for student understanding. This course is designed for healthcare workers, educators, service providers and individuals who work with or are interested in LGBT communities.
	Course Goals: The goals of this course is as follows: To develop an understanding of health-related behaviors and psychosocial factors associated with sexual minorities (LGBT: lesbian, gay, bisexual and transgendered).
Learning Objectives/Outcomes: At the end of this course, students will be able to:	
1	Demonstrate a working knowledge of the progression of LGBT rights and describe how the LGBT movement changed over time.
2	Describe social movements in the context of LGBT identities and politics, by providing arguments to contemporary debates surrounding LGBT rights.
3	Identify health challenges relevant to LGBT communities.
4	Describe "best practices" in LGBT health research, including sexual identity operationalization.
5	Discuss LGBT-specific factors that influence such populations' access to and experiences with the US healthcare system, including quality of care and the patient-provider relationship.

COURSE OUTLINE

WEEK 1	Chapter 1 - Before Identity: The Ancient World Through the 19th Century
WEEK 2	Chapter 2 - Sexology: Constructing the Modern Homosexual
WEEK 3	Chapter 3 - Toward Liberation **Article Critique 1**: Coming Out in the Public Sector: Introduction
WEEK 4	Chapter 4 - Stonewall & Beyond **Article Critique 2**: Sexual Minorities and Mental Health: The Need for a Public Health Response
WEEK 5	Chapter 5 - Nature, Nurture & Identity **Article Critique 3**: Lesbian, Gay, Bisexual, and Transgender People Receiving Services in the Public Mental Health System: Raising Issues
WEEK 6	Chapter 6 - Inclusion & Equality **Article Critique 4**: Advocating for Health and Human Services: The New York Experience
WEEK 7	Chapter 7 - Queer Diversities **Article Critique 5**: A Program for Lesbian, Gay, Bisexual, and Transgender Individuals with Major Mental Illness
WEEK 8	Chapter 8 - Intersectionalities **Article Critique 6**: Providing Mental Health Services for LGBT Teens in a Community Adolescent Health Clinic

	Chapter 9 - Homosexed Art and Literature
WEEK 9	**Article Critique 7**: The Community Health Project
WEEK 10	Chapter 10 - Lesbian Pulp Novels & Gay Physique Pictorials **Article Critique 8**: Group Psychotherapy for HIV-Positive Veterans in a Veterans Administration Clinic
WEEK 11	Chapter 11 - Queer Transgressions **Article Critique 9**: Being Gay and Mentally Ill: The Case Study of a Gay Man with Schizophrenia Treated at a Community Mental Health Facility
WEEK 12	Chapter 12 - Censorship and Moral Panic **Article Critique 10**: Treatment of a Transgender Client with Schizophrenia in a Public Psychiatric Milieu: A Case Study by a Student Therapist
WEEK 13	Chapter 13 - Film & Television **Article Critique 11**: An Interview with Francis G. Lu, MD
WEEK 14	Chapter 14 - Queers & The Internet **Article Critique 12**: An Interview with Barbara E. Warren, PsyD, CASAC, CPP
WEEK 15	Course Reflections/Future Directions
	* **Research Articles** will be provided in Blackboard weekly folders, and are obtained from Drescher, J. & Hellman, R. (2005). Handbook of LGBT Issues in Community Mental Health. Taylor & Francis.

COURSE SCHEDULE

Assignments are due by 11:59 pm of the assigned date, and should be submitted via Blackboard. The schedule is subject to change, as necessary. Any changes to this schedule will be communicated via email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Activities/Assignments sections of the designated weekly folder.

	Mon	**Tue**	**Wed**	**Thurs**	**Fri**	**Sat**	**Sun**
Week 1	Aug. 22	Aug. 23	Aug. 24	Aug. 25	Aug. 26	Aug. 27	Aug. 28
	• Read Week 1 Folder		Personal Introduction Due				• Week 1 Assignment Due • Week 1 DQ Replies (2) Due • Week 1 Peer Replies (2) Due
Week 2	Aug. 29	Aug. 30	Aug. 31	Sept. 1	Sept. 2	Sept. 3	Sept. 4

	• Read Week 2 Folder			4			• Week 2 Assignment Due • Week 2 DQ Replies (2) Due • Week 2 Peer Replies (2) Due
Week 3	Sept. 5	Sept. 6	Sept. 7	Sept. 8	Sept. 9	Sept. 10	Sept. 11
	Labor Day - No Class!	• Read Week 3 Folder	*Last Day to Drop a Class without a W*				• Week 3 Assignment Due • Week 3 DQ Replies (2) Due • Week 3 Peer Replies (2) Due • Research Article Critique 1 Due
Week 4	Sept. 12	Sept. 13	Sept. 14	Sept. 15	Sept. 16	Sept. 17	Sept. 18
	• Read Week 4 Folder						• Week 4 Assignment Due • Week 4 DQ Replies (2) Due • Week 4 Peer Replies (2) Due • Research Article Critique 2 Due
Week 5	Sept. 19	Sept. 20	Sept. 21	Sept. 22	Sept. 23	Sept. 24	Sept. 25
	• Read Week 5 Folder						• Week 5 Assignment Due • Week 5 DQ Replies (2) Due • Week 5 Peer Replies (2) Due • Research Article Critique 3 Due

Week 6	Sept. 26	Sept. 27	Sept. 28	Sept. 29	Sept. 30	Oct. 1	Oct. 2
	• Read Week 6 Folder						• Week 6 Assignment Due • Week 6 DQ Replies (2) Due • Week 6 Peer Replies (2) Due • Research Article Critique 4 Due
Week 7	Oct. 3	Oct. 4	Oct. 5	Oct. 6	Oct. 7	Oct. 8	Oct. 9
	• Read Week 7 Folder						• Week 7 Assignment Due • Week 7 DQ Replies (2) Due • Week 7 Peer Replies (2) Due • Research Article Critique 5 Due
Week 8	Oct. 10	Oct. 11	Oct. 12	Oct. 13	Oct. 14	Oct. 15	Oct. 16
	• Read Week 8 Folder						• Week 8 Assignment Due • Week 8 DQ Replies (2) Due • Week 8 Peer Replies (2) Due • Research Article Critique 6 Due
Week 9	Oct. 17	Oct. 18	Oct. 19	Oct. 20	Oct. 21	Oct. 22	Oct. 23

	• Read Week 9 Folder			6			• Week 9 Assignment Due • Week 9 DQ Replies (2) Due • Week 9 Peer Replies (2) Due • Research Article Critique 7 Due
Week 10	Oct. 24	Oct. 25	Oct. 26	Oct. 27	Oct. 28	Oct. 29	Oct. 30
	• Read Week 10 Folder						• Week 10 Assignment Due • Week 10 DQ Replies (2) Due • Week 10 Peer Replies (2) Due • Research Article Critique 8 Due
Week 11	Oct. 31	Nov. 1	Nov. 2	Nov. 3	Nov. 4	Nov. 5	Nov. 6
	• Read Week 11 Folder				** Last day to withdraw from a course with a grade of W*		• Week 11 Assignment Due • Week 11 DQ Replies (2) Due • Week 11 Peer Replies (2) Due • Research Article Critique 9 Due
Week 12	Nov. 7	Nov. 8	Nov. 9	Nov. 10	Nov. 11	Nov. 12	Nov. 13

	• Read Week 12 Folder						• Week 12 Assignment Due • Week 12 DQ Replies (2) Due • Week 12 Peer Replies (2) Due • Research Article Critique 10 Due
Week 13	Nov. 14	Nov. 15	Nov. 16	Nov. 17	Nov. 18	Nov. 19	Nov. 20
	• Read Week 13 Folder				*Last day a student may withdraw from all classes for the semester*		• Week 13 Assignment Due • Week 13 DQ Replies (2) Due • Week 13 Peer Replies (2) Due • Research Article Critique 11 Due
Week 14	Nov. 21	Nov. 22	Nov. 23	Nov. 24	Nov. 25	Nov. 26	Nov. 27
	• Read Week 14 Folder			*Thanksgiving Break - No Class!*	*Thanksgiving Break - No Class!*	*Thanksgiving Break - No Class!*	*Thanksgiving Break - No Class!*
Week 15	Nov. 28	Nov. 29	Nov. 30	Dec. 1	Dec. 2	Dec. 3	Dec. 4

				• Week 14 Assignment Due • Week 14 DQ Replies (2) Due • Week 14 Peer Replies (2) Due • Research Article Critique 12 Due			
Week 16	Dec. 5	Dec. 6	Dec. 7	Dec. 8	Dec. 9	Dec. 10	Dec. 11
	Last Day of Classes (on-site)						

GRADES

It will be your responsibility to monitor the progress of your course grade by using the grading table provided below. Your individual grade for each assignment will be provided via Blackboard. Please feel free to contact me should you have any questions about how to calculate your grade. You can use the table provided to track points you've earned for each assignment. If you have concerns regarding your grade at any point, please contact me as soon as it arises. Also, it is your responsibility to contact me as soon as possible if you are having difficulty understanding the course material or requirements.

ASSIGNMENTS	TOTAL POINTS	YOUR POINTS
Introduction • 1 Personal Introduction and Peer Welcome Replies	10	
Weekly Discussion Questions (DQs): • 28 DQs total; 2 per week • 8 points each • 28 DQs x 8 points = 224 points	224	
Weekly Participation (Peer Replies): • 28 Peer Replies total; 2 per week • 8 points each • 28 Peer Replies x 8 points = 224 points	224	
Weekly Experiential Learning Assignments • 14 Assignments total; 1 per week • 19 points each • 14 Assignments x 19 points = 266 points	266	
Research Article Critiques • 12 Critiques total • 23 points each • 12 Critiques x 23 points = 276 points	276	

	TOTAL:	1000	

GRADE SCALE

Final grades will be determined as follows:

PERCENTAGE	POINT SCALE
A = 90% and above	A = 900 - 1000 points
B = 80 to 89.9%	B = 800 - 899 points
C = 70 to 79.9%	C = 700 - 799 points
D = 60 to 69.9%	D = 600 - 699 points
F = 59.9% or below	F = 0 - 599 points

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this

class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy:

All assignments will be administered via Blackboard. For additional information on final grade percentages and calculations, please see the grade table provided within the syllabus.

Introductions: In the first week of class you will be asked to provide a personal biography. In an online setting it is important that we get to know and welcome one another early in the course, since the course will rely heavily on discussions with peers. Please see Blackboard for instructions.

Discussion Questions (DQs): You will be asked to answer weekly DQs relating to the weeks readings. These questions will require critical thinking or applications of course topics and will be used to start the weekly class discussion. DQs will be posted Day 1 (Monday) of the week in which it is assigned. Original posts for DQs will be due on the discussion board by 11:59 pm of the assigned date (see course calendar for due dates). You will want to carefully review the Discussion Board Rubric document; this will be used in evaluating your discussion board contributions each week.

Participation (Peer Replies): In addition to answering weekly DQs, you will also be required to interact with your peers in weekly discussions. Your participation grade will consist of replies made to peers. You will be required to reply to at least two peers each week. You are welcome, and encouraged, to post more than the minimum required peer replies, as these discussions make the online experience rich and interactive. The purpose of peer interaction is to aid in processing material, to promote class discussion, and to emphasize the practical applications of some of the concepts learned in class materials and in your readings. Students will NOT be able to make up participation points once the week has ended.

Experiential Learning Assignments: Experiential learning typically involves learning a skill in a work setting or off-campus within a private industry, business, organization or agency. Since the timeframe and format of an online course does not allow for in-depth learning projects, we will have modified weekly exercises that will involve completing an small-scale experience based task or assignment. Details of each weekly assignment will be provided within Blackboard.

Research Article Critiques: The purpose of this activity is to be able to critique a research study including critically examining its strengths and weaknesses, internal and external validity, and where appropriate, reliability and validity of measures. Critique details (instructions and due dates) will be provided in Blackboard.

Make-Up Assignments: No make-up activities are allowed without proper documentation (e.g., doctor's note, automobile accident report, funeral announcement, etc.). Additionally, make-ups will not be allowed until your documentation has been verified, which means that documentation must provide a contact name and number. Exceptions will be made for legitimate emergencies at the instructor's discretion (e.g., illness, death in the family), but only if you contact me immediately. Computer problems, like crashes or lost/corrupted files, are not acceptable emergencies. Be sure to make back-up files of your work. Legitimate make-up work will only be allowed within one week of the missed assignment. If arrangements are not made in a timely manner, I will need documentation (e.g., hospital notice, etc.) explaining the delay. Otherwise, make-ups will not be allowed beyond one week. Since participation must involve classmates, missed participation cannot be made up once a week has ended.

Exam Policy:

Traditional on-site courses typically have Midterms and Finals. We will have similar assessments, only ours will be administered each week based on individual learning units. Unit Assessments are designed to test your knowledge of assigned weekly readings. Assessments will be multiple choice format, and will only cover information discussed within the designated week; i.e., Week 1's Assessment will only cover information discussed in the assigned readings for Week 1. All Unit Assessments will be administered via Blackboard. Assessment details (availability and due dates) will be provided in Blackboard.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes:

Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at *http://www.untdallas.edu/osa/policies*. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements:

In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- http://www.untdallas.edu/dlit/ecampus/requirements
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_-for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html