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Sexual Diversity and Social Work: Formative Analysis

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Abstract:

Studies show that in patriarchal, sexist and heteronormative environments homosexuals are susceptible to marginalization, violence and / or social exclusion (Butler, 2003). Lack of training and assertiveness towards the gay community can promote their victimization through social services (Campo-Arias & Herazo).

The purpose of this study is to identify the educational level offering social work degrees in Spanish universities regarding sexual diversity. The methodology used is based on a design by empirical descriptive instrumental kind through observation. The results show the low specific training regarding sexuality and sexual diversity.

Keywords: Social work, LGBTI, social exclusion, education, sexuality

1. Introduction

Social work, like all professional help, is a response to dissatisfaction of human needs (Morales & Sheafor, 1992 in Aguilar, 2013:24), so that the principles of human rights and justice social are fundamental to its foundation. This profession refers to that which using theories of human behavior and social systems, aims to: promote social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. (FITS, 2000) As stated Giebler (2003) the central categories of social stratification in all areas are: age, race, gender and sexuality. Which are crucial to the economic, employment, social, educational level and experiences related violence issues. That is why Lorente (2003) considered necessary to incorporate the tension between equality and diversity aspect to consider in Social Work.

Noriega Núñez (2005) and Lozano & Rocha (2011) note that in Western culture, because of the social mandate, there must be agreement between three identities; sex (male or female), the gender (male or female) and the erotic-sexual (men who prefer erotic and emotionally relate to women and specifically vice versa). As the binary view of sex and gender main hegemony, and promotes a conception where sex is defined by the genitals announcing an end playback. That is why heterosexuality, influenced largely by religious doctrine characteristic of each society, becomes a must in social recognition and legitimization. In contrast homosexuality is converted into second-class practice (until recently been regarded as mental illness and crime) making turn to lesbian, gay, transgender, bisexual and intersex -hereinafter LGTBI- second-class citizens category (García Nieto, 2011; Puyana, 2012). This premise has several implications on the social level: first the invisibility of sexual and emotional relationships between persons of the same sex and the validity and legitimacy of the exercise of violence and aggression against normal socially and favoring their social exclusion. In this regard it is noteworthy that, as Maroto (2006:59) points out, approaching homosexuality is "closer to a world of prejudice, stereotypes, labels, social representations, insults and heteronormative impositions", a fact that explains the existence of the homophobia. That is why from these premises develops a way of understanding the exercise of homophobia and even favor the use of degrading words synonymous with homosexuality (Lozano & Rocha, 2011; Rodríguez-Otero, 2015).

Fernández (2005) and Market (2009) argue that the cause of homophobia, biphobia, transphobia and lesbophobia derived from the identification of LGBTI as an "easy scapegoat", which is blamed for countless tragedies of society. Various studies on the subject indicate that there are various explanatory perspectives on the cause of this phenomenon: (i) a traditional psychoanalytic court, which indicates that there are two types of homophobia, one present in most people and other pathological paranoid character (Adams, Wright, & Lohr, 1996), (ii) other social court that identifies it as a modifiable behavior learned in the family and social groups (Bar-Almagiá, 2002; Herek & González, 2006) and (iii) one identifies an inherited component (Herek and Gonzalez, 2006; Verweij et al., 2008). Although, as noted by De la Rubia & Valle de la O (2012:73), "probably what is inherited is more an attitudinal rigidity that a specific content".

As García Nieto (2010:1) states "must start with the fact that being LGBT is not the cause of social exclusion, as is homophobia/transphobia and its consequences in people who suffer". O'Donahue & Caselles (1993) and Adams, Wright, & Lohr (1996) describe a model of homophobia three components: cognitive, affective and behavioral, which can interact differently depending on the situation in which is.

Social Work from the gay community can be a participant as a subject (professional) or object (user) of the profession. That is why Maroto (2006) among others / as and collective proposed "intervention with the homosexual population as a specialized field of intervention and work towards the normalization of homosexuality as a global strategy for action" (Maroto, 2006:73). However

consider most convenient to refer to the LGBTI community in general, and not the homosexual population in order to make visible all sexual differences.

Finally, it should be noted that in the scientific literature on homophobia there are plenty of studies that deal with aspects in which LGBT people are affected in their social interaction and the various professional fields. There may be difficulties associated with the acceptance of family, educational or work environment for the acceptance of sexual / gender identity orientation (Rondahl, Innala & Carlson, 2014; Ben-Ari, 2001; Crip, 2005). Social work is also part of such interactions, thus being susceptible to draft homophobia in professional (Ben-Ari, 1998; Campo-Arias & Herazo, 2013; Hardman, 1997; Rodríguez-Otero, 2015).

Being the LGBTI collective susceptible to marginalization, violence and / or social exclusion based on the grounds of sexual diversity (Butler, 2003; Fernández, 2003; Maroto, 2006; Hernandez & Aguilera, 2007; Neman Do Nascimento, 2010). Which is manifested in various ways ranging from subtle (as omission, silence, ridicule, contempt or exclusion) to the violation of the legal and civil gay men and lesbians guarantees (De la Rubia & Valle de la O, 2012; Herek, 2000). Social work is presented as an ideal profession for the development of measures aimed at: (i) social inclusion, (ii) empowerment, (iii) transformation of divergent social conceptions, (iv) intervention in situations of suffering, fear and anxiety, (v) the self-user / as, (vi) community revitalization, (vii) prevention and awareness and (viii) research about (Maroto, 2006; Araya & Echeverría, 1998; Rodríguez - Otero, 2015). That is why as CGTS (2014) notes the FITS recently approved a report on best practices on sexual identity and social work and proposed the creation of an international bank of good practice in this area.

However despite these guidelines reflect the need arises regarding the formation currently receiving social work students in Spanish universities, so as to analyze the current situation and highlight the needs.

2. Methodology

2.1. Objectives

The purpose of this study is to identify the educational level offering social work degrees in Spanish universities regarding sexuality and sexual diversity specifically. To this end the following objectives are proposed: (i) analyze the nature of the subjects offered (general, specific, elective-compulsory), (ii) calculate the workload concerning this subject in the percentage of total loans, (iii) analyze autonomous communities and schools offer a greater amount of materials and (iv) identify what are the main themes of the offered materials related to the topic of sexuality and sexual diversity.

2.2. Method

This research is based on a design by empirical descriptive instrumental kind through the deliberate observation, structured and controlled (Montero & Leon, 2007; Cube, Martin & Ramos, 2011). For the study he had a list of colleges and universities where the degree in Social Work in Spain (Rodríguez Otero, 2014) is taught. The only criterion for inclusion of the materials selected for this review was to those verses on issues relating to sexuality and sexual diversity from any perspective or thematic. The search was conducted between November and December 2014. Once recovered all curricula proceeded to review and analysis of educational guides of their subjects in order to analyze which met the inclusion criteria, which were revised exhaustively in order to extract relevant information. The data were coded in a table (see Annex I) for further analysis and discussion.

2.3. Coding Results

In each work the following information was extracted: (i) university, (ii) type of relationship with the subject (general or specific), (iii) nature of matter (mandatory or optional), (iv) course degree is offered and (v) number of credits of workload.

3. Results

After the analysis of the various curricula of schools of social work, it has been observed that this subject can be taught in two ways: through generic and subject specific materials, both compulsory and optional. Generically this subject can be accommodated in matters which fall into six broad groups: (i) social exclusion-inclusion, (ii) health, (iii) education, (iv) intervention and (v) Social Services. It is noted that this type of materials you impart in the 41 schools where the degree is taught in social work and, depending on the university, have an intensity of 3 to 6 credits.

Also the results indicate that specifically, as shown in Table 1, are delivered through 6 materials in Spanish universities 6 (14.63%), whereas in the remaining 35 power (85.37%) did not any mandatory or optional about specific subject is taught.

| Autonomous Community | University | Specific Subjects | | | |
|----------------------|-----------------------------|-----------------------------------|------|--|------|
| | | Mandatory | | Electives | |
| | | Matter | ECTS | Matter | ECTS |
| Andalusia | Loyola University (Córdoba) | Equality and Diversity Management | 6 | - | - |
| Castilla and León | University of Salamanca | - | - | Psychosexual development throughout the life cycle | 3 |
| Castilla and León | University of Valladolid | - | - | Social Work and Diversity | 6 |

| | | | | | |
|-----------|---------------------------------|---|---|--|---|
| Catalonia | Ramon Llull University | - | - | Health, sexuality and interpersonal relationships in adolescence | 3 |
| Catalonia | Central University of Catalonia | - | - | Sexuality and chronicity | 3 |
| Murcia | University of Murcia | - | - | Social Work and diversity | 3 |

Table 1: Subjects offered on sexuality and sexual diversity

Source: own

It is noted that the six subjects offered are characterized by: (i) have a workload between 3 and 6 ECTS credits, (ii) be a mandatory type and the other 5 electives, (iii) room 3 linked to sexuality and the remaining 3 to diversity and (iv) absence of any specific, concrete and on the collective LGTBI matter. Regarding the workload represented by these materials in the 6 faculties, knowing that the total credits of Social Work degree is 240 ECTS, it appears that at the University of Loyola (Córdoba) and the University of Valladolid accounts for 2.5 % of total loans of the degree, while at the University of Salamanca, Ramon Llull University, Central University of Catalonia and the University of Murcia accounts for 1.25% of total loans offered.

4. Conclusion

Despite the implication that owns and the relationship between sexual diversity and social work (Maroto, 2006; Araya & Echeverría, 1998; Rodríguez-Otero, 2015; CGTS, 2014), through this study evidenced that the 85.37% of the Spanish faculties where the degree is taught in Social Work in Spain does not offer any matter relating to sexuality and sexual diversity. It is found that in the 6 Spanish universities (14.63%) where if these materials in any has a concrete and specific linkage group LGTBI are offered.

It must be appreciated that certain situations can cause victimization processes that cause of the welfare changes: economic, political, social, psychological and / or biological of people and lead to suffering. Affecting both the person itself and its socio-community and family circle (Gutiérrez, Coronel & Pérez, 2009; Palacio, 2001; Pearson, 2007). Secondary victimization is one of these possible situations that may occur such facts.

Whereas *secondary victimization* as the negative economic consequences psychological, social, legal and leave relationships between the victim and the legal, health and social services and media system (specific or institutional form), because of poor or inadequate attention to the victim. Which generates a frustrating clash between the expectations of the victim and institutional care or reality (Albertin, 2006; Campbell & Raja, 2005; Gutiérrez, Coronel & Pérez 2009, Rodríguez-Otero, 2015b). Particular importance is the need to reflect on the need to incorporate specific and implicit training aspects in the training of workers / social as in universities, in order to prevent the possible ignorance of the / professionals as the problems associated with diversity sexual and LGBTI group.

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