

"We are a community that commits itself to diversity and sustainability as dimensions of a just society."
Lewis & Clark Mission Statement



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING

CPSY 563: Treatment Issues in Family Therapy: LGBT and Family Therapy Fall 2013

Time & Day: Mondays 1:00pm-4:00pm, September 9th to October 7th, 2013

Instructor: Naomi Byrne Knoble, M.S., LMFT

Contact Information: naomi@lclark.edu, 253-651-1909

Office Hours: By appointment

CATALOG DESCRIPTION

Applications of family systems approach to treatment of families of the broad spectrum of LGBTQ cases including crisis and transition. Topics include: a brief review of contemporary history of LGBT individuals; couples, families and community; internalized homo/bi/transphobia, heterocentrism, microaggressions; intersection of identities. In addition, a portion of this course emphasizes clinical case conceptualization and treatment planning.

COURSE DESCRIPTION

This course seeks to expand students' multicultural competence when working with lesbian, gay, bisexual, transgender, and queer (LGBTQ) clients in the field of Marriage, Couple and Family Therapy (MCFT). From critical theory and social justice perspectives, we will review and critique current research as well as learn how to apply research and best-practice trends in clinical settings when working with LGBTQ individuals, couples, and families. Examination of the role of the therapist as ally and advocate to the LGBTQ community will be a central theme of the course with attention to emotional and interpersonal aspects (e.g., safety, support). The course also examines contemporary social, historical, and political contexts of LGBT issues within society and the field of MCFT. Finally, students will engage in critical self-reflection of their multicultural identities and the influence of the identity of the therapist on therapist-client dynamics.

COURSE OBJECTIVES

1. Expand multicultural competencies with LGBTQ individuals, couples, and families in therapy and the intersection of multiple identities
2. Recognize and explore issues of systemic privilege and oppression related to LGBTQ and intersecting identities among individuals, couples and families
3. Understand theories of identity development for LGBTQ people including sexual and affectional identity development, gender identity, and coming out

4. Develop fluency with talking about LGBTQ issues as an ally and advocate
5. Develop an awareness of historical and current events related to LGBTQ youth, adults, couples and families
6. Practice multicultural counseling skill with LGBTQ couples and families
7. Identify resources, including local and national agencies and organizations, providing support for LGBTQ youth, adults, couples and families
8. Understand unique legal issues impacting LGBTQ people including local, state, and national laws
9. Develop the identity of the therapist as an ally and advocate for LGBTQ communities

ASSIGNMENTS

Reflective journal, 20 points (4 assignments, 5 points each). Each week please submit a journal entry, a minimum of one paragraph double spaced, of your critical analysis of your emerging understanding of LGBTQ issues. Topics could include: your emerging understanding of your role as an ally and advocate, the week's readings, lecture content, your understanding of your multicultural identity as it relates to LGBTQ issues, or current LGBTQ-related topic. Attend to issues of systemic privilege and oppression, intersection of identities, personal growth and understanding, and/or professional considerations. These assignments may help you develop your *multicultural identity paper* (see below).

Class participation, 25 points (5 classes, 5 points each). Each week you will be asked to demonstrate reading comprehension, application, and engagement with the course and its material. Opportunities for class participation will be provided in large group and small group discussions.

Assessment Presentation, 10 points. The purpose of this assignment is to develop your assessment skills and library of resources with LGBTQ clients. Select one to two assessment resource(s) from the syllabus or from your own scholarly literature search. Prepare a brief (5 minute) verbal presentation for the class and a handout of the assessment resource (e.g., list of interview questions, assessment questionnaire and scoring sheet). In your brief presentation, address the strengths and limitations of the resource.

Multicultural identity paper, 25 points. Provide a critical self-reflection about your development of multicultural competence regarding LGBTQ issues over the past several years and your current assessment of your strengths and areas for growth with this diverse population. Integrate relevant models and theories reviewed in this course. Include your self-assessment of your role as an ally and advocate for the LGBTQ community. Describe your plan for continued growth in your LGBTQ competence in the coming years. This response should include relevant citations from academic and non-academic sources. Please include personal reflections if you wish. A narrative rather than scholarly academic style is appropriate for this assignment. Length 3 to 5 pages double spaced.

Group project: Resources for LGBTQ clients, 20 points. The purpose of the assignment is to develop your library resources when working with LGBTQ issues. Groups will be selected during the first class meeting. Groups will select a unique focus topic for the project (e.g., LGBTQ youth of color, parents with an LGBTQ child, adoption for LGBTQ couples/families, LGBTQ elderly/honored citizens, religious considerations for LGBTQ). Groups will find 5 unique resources (e.g., websites, popular press articles, videos, local agencies, scholarly articles, interviews, or other sources) and summarize these resources in a one-page handout to share with the class. This assignment is intended to develop and encourage engagement with the LGBTQ community, discovery of supporting resources, and provide practical tools for working with LGBTQ clients. Groups will provide a 10 to 15 presentation of the salience of the topic and resources.

GRADING

The distributions of letter grades are outlined below. Letter “A” grades are reserved for outstanding work. Grades on the border may be determined by attendance and demonstration of completing readings prior to each class session.

93-100 = A

90-92 = A-

88-89 = B+

83-87 = B

80-82 = B-

78-79 = C+

73-77 = C

70-72 = C

REQUIRED TEXT

Goldberg A.E. & Allen, K.R. (Eds.). (2013). *LGBT-Parent Families: Innovations in Research and Implications for Practice*. New York: Springer Science + Business Media.

RECOMMENDED TEXTS

Bieschke, K.J., Perez, R.M., DeBord, K.A. (Eds.). (2007). *Handbook of Counseling and Psychotherapy for Lesbian, Gay, Bisexual and Transgender Clients*. (2nd.ed.). Washington, DC: American Psychological Association.

Dworkin, S. H., & Pope, M. (2012). *Casebook for counseling lesbian, gay, bisexual, and transgendered persons and their families*. American Counseling Association.

Kort, J. (2008). *Gay Affirmative Therapy for the Straight Clinician: The Essential Guide*. New York, NY: W.W. Norton.

Lev, A. I. (2004). *Transgender Emergence: Therapeutic Guidelines for Working with Gender-Variant People and their Families*. Binghamton, NY: Hathworth Press.

Nadal, K. L. (2013). *That’s so gay! Microaggressions and the lesbian, gay, bisexual, and transgender community*. (pp. xiv, 220). Washington, DC, US: American Psychological Association.
doi:10.1037/14093-000

Additional course materials are located in Moodle.

A note about additional readings. In this course, I have included scholarly sources as well as opinion pieces from popular media, e.g., blogs and online opinion sources. Some of the popular media sources contain explicit language that some students may find offensive. Sources that may contain explicit language will not be required reading.

CONFIDENTIALITY, SELF-DISCLOSURE AND ETHICS

This course requires role-playing and other experiential learning activities to enhance your understanding of the concepts discussed in class. During these activities you will be asked to “act” as a client and/or a therapist and review personal beliefs. In these role-play activities, experiential activities, readings, and assignments a colleague may say something personally important and/or confidential. It is your duty as a colleague and mental health professionals-in-training to maintain confidentiality and trust. Students are not required to share personal information as part of the classroom dynamics, or as a requirement for any evaluation or grading purposes. Therefore, students are asked to be intentional about what they choose to share in the class during classroom activities. Please adhere to the American Association of Marriage and Family Therapy code of ethics (AAMFT) or to the professional code of ethics of your allegiance.

ACADEMIC INTEGRITY

Academic integrity is vital to preserve the mission of higher education. Students are responsible for ethical scholarship. Students who do not engage in ethical scholarship are missing the point of an education and may also be referred to the College Honor Board. A tutorial for academic integrity is available at <http://library.lclark.edu/reference/plagiarism/>

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

ACCESSIBILITY ACCOMODATION

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible. In the event of course materials or classrooms discussions bring about extreme discomfort or distress, please inform your instructor and/or the Lewis and Clark Counseling Service at 503-768-7160. If Counseling Service staff are not available, students in crisis may access help 24/7 through the Multnomah County Crisis Line at 503-988-4888, or the National Hopeline at 1-800-273-TALK. Campus Safety staff are also available 24/7 to respond to emergencies, and can be reached at 503-768-7777. In a life-threatening crisis, students may also call 911.

Week	Topics	Assignments
1 September 9	Course overview; critical theory; language; guidelines for LGBTQ-affirmative psychotherapy; historical background of LGBTQ politics; being an LGBTQ ally and advocate	Readings: Ji (2007); * Lowder (2013); Matthews & Adams (2009); Hendricks & Testa (2012) Review: APA (2012); Harper et al (2013) Audio/Video: PBS <i>Stonewall Uprising</i> , 1 hr 20 min This American Life "81 Words" 55 min
2 September 16	Theories of sexual & gender identity development; trans* issues; intersection of race/ethnicity with LGBTQ identity; outness; assessment resources for LGBTQ clients	Readings: Cass (1979); Lev (2010); Pope et al (2010); Dubé & Savin-Williams (1999); *JayneAllyson (2013); Shapiro (2013) See list of assessment resources. Due: Assessment presentation journal entry
3 September 23	Heterosexism, heterocentrism, privilege & microaggressions; working with families & couples Guest: Graham Turner, M.Ed.	Readings: Lev & Sennott (2013); Mezey (2013); Moore & Brainer (2013); Nadal et al (2011); Shelton et al (2011) Audio/Visual: * <i>Racism within QTPOC</i> (9 min, 53 sec) Due: journal entry
4 September 30	Current controversies: reparative therapy and responsible research; the intersection of religious & LGBTQ identities	Readings: Green (2004); McGeorge et al (2013); Perrin et al (2013); Regenerus (2012); Rosik (2002); Rosik & Byrd (2013) Due: journal entry, group presentations
5 October 7	Course reflection; Ongoing development as an ally & advocate Guest: Lupita Mendez, MSW, Bradley Angle's LGBTQ Services Course Evaluations	Due: multicultural identity paper, journal entry, group presentations

Readings listed with an asterisk () are popular press articles and may contain explicit language in the text or in the comments sections.*

Week 1

American Psychological Association. (2012). Guidelines for psychological practice with lesbian, gay, and bisexual clients. *The American Psychologist*, 67(1), 10–42. doi:10.1037/a0024659

Harper, A., Finnerty, P., Martinez, M., Brace, A., Crethar, H. C., Loos, B., ... Hammer, T. R. (2013). Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling Competencies for Counseling with Lesbian, Gay, Bisexual, Queer, Questioning, Intersex, and Ally Individuals. *Journal of LGBT Issues in Counseling*, 7(1), 2–43. doi:10.1080/15538605.2013.755444

Hendricks, M. L., & Testa, R. J. (2012). A conceptual framework for clinical work with transgender and gender nonconforming clients: An adaptation of the Minority Stress Model. *Professional Psychology: Research and Practice*, 43(5), 460–467. doi:10.1037/a0029597

Ji, P. (2007). Being a heterosexual ally to the lesbian, gay, bisexual, and transgendered community: Reflections and development. *Journal of Gay & Lesbian Psychotherapy*, 11, 173–185. doi:10.1300/J236v11n03_10

* Lowder, J. B. (2013). What is a “preferred gender pronoun,” and is it always obnoxious? *Slate*, July 10, 2013. Retrieved from http://www.slate.com/blogs/xx_factor/2013/07/10/preferred_gender_pronouns_what_are_they_and_is_the_practice_of_pgps_always.html

Matthews, C. R., & Adams, E. M. (2009). Using a social justice approach to prevent the mental health consequences of heterosexism. *The Journal of Primary Prevention*, 30(1), 11–26. doi:10.1007/s10935-008-0166-4

PBS Video. *Stonewall Uprising*. <http://video.pbs.org/video/1889649613/>

This American Life, “81 Words.” <http://www.thisamericanlife.org/radio-archives/episode/204/81-words>

Week 2

Topic: *Sexual & gender identity development*

Cass, V. C. (1979). Homosexual identity formation: A theoretical model. *Journal of Homosexuality*, 4, 219–235.

Dubé, E. M., & Savin-Williams, R. C. (1999). Sexual identity development among ethnic sexual-minority male youths. *Developmental Psychology*, 35, 1389–1399.

Istar Lev, A. (2010). How queer!—the development of gender identity and sexual orientation in LGBTQ-headed families. *Family Process*, 49(3), 268–90. doi:10.1111/j.1545-5300.2010.01323.x

* JayneAllyson. (2013). Adventures in gender markers, airports, and border crossings. *Jezebel*, July 17, 2013. <http://groupthink.jezebel.com/adventures-in-gender-markers-airports-and-border-cross-796611609>

Pope, A. L., Mobley, A. K., & Myers, J. E. (2010). Integrating Identities for Same-Sex Attracted Clients: Using Developmental Counseling and Therapy to Address Sexual Orientation Conflicts. *Journal of LGBT Issues in Counseling*, 4(1), 32–47. doi:10.1080/15538600903552749

Shapiro, J. (2013). The law governing LGBT-parent families. In A. E. Goldberg & K. R. Allen (Eds.), *LGBT-parent families: Innovations in research and implications for practice* (pp. 291–304). New York, NY: Springer.

Topic: *Assessment tools with clients*

Balsam, K. F., Beadnell, B., & Molina, Y. (2012). The Daily Heterosexist Experiences Questionnaire: Measuring minority stress among lesbian, gay, bisexual, and transgender adults. *Measurement and Evaluation in Counseling and Development*, 46(1), 3–25. doi:10.1177/0748175612449743

Balsam, K. F., Molina, Y., Beadnell, B., Simoni, J., & Walters, K. (2011). Measuring multiple minority stress: the LGBT People of Color Microaggressions Scale. *Cultural diversity & ethnic minority psychology*, 17(2), 163–74. doi:10.1037/a0023244

Coolhart, D., Provancher, N., Hager, A., & Wang, M.-N. (2008). Recommending transsexual clients for gender transition: A therapeutic tool for assessing readiness. *Journal of GLBT Family Studies*, 4(3), 301–324. doi:10.1080/15504280802177466

Ji, P., & Fujimoto, K. (2013). Measuring heterosexual LGBT Ally development: A Rasch analysis. *Journal of Homosexuality*, 37–41. doi:10.1080/00918369.2013.834211

Knoble, N. B., & Linville, D. (2010). Outness and relationship satisfaction in same-gender couples. *Journal of Marital and Family Therapy*.

Kozee, H. B., Tylka, T. L., & Bauerband, L. A. (2012). Measuring Transgender Individuals' Comfort With Gender Identity and Appearance: Development and Validation of the Transgender Congruence Scale. *Psychology of Women Quarterly*, 36(2), 179–196. doi:10.1177/0361684312442161

Mohr, J. J., & Fassinger, R. E. (2000). Measuring dimensions of lesbian and gay male experience. *Measurement and Evaluation in Counseling and Development*, 35, 66–90.

Please see <http://mason.gmu.edu/~jmohr/measures.html> for *Attitudes Regarding Bisexuality Scale*, the *Lesbian, Gay, Bisexual Identity Scale*, and *Outness Inventory*

Week 3

- Lev, A. I., & Sennott, S. L. (2013). Clinical work with LGBTQ parents and prospective parents. In A. E. Goldberg & K. R. Allen (Eds.), *LGBT-parent families: Innovations in research and implications for practice* (pp. 241–260). New York, NY: Springer.
- Mezey, N. J. (2013). How lesbians and gay men decide to become parents or remain childfree. In A. E. Goldberg & K. R. Allen (Eds.), *LGBT-parent families: Innovations in research and implications for practice* (pp. 59–70). New York, NY: Springer.
- Moore, M. R., & Brainer, A. (2013). Race and ethnicity in the lives of sexual minority parents and their children. In A. E. Goldberg & K. R. Allen (Eds.), *LGBT-parent families: Innovations in research and implications for practice* (pp. 133–148). New York, NY: Springer.
- Nadal, K. L., Wong, Y., Issa, M.-A., Meterko, V., Leon, J., & Wideman, M. (2011). Sexual orientation microaggressions: Processes and coping mechanisms for lesbian, gay, and bisexual individuals. *Journal of LGBT Issues in Counseling*, 5(1), 21–46. doi:10.1080/15538605.2011.554606
- Shelton, K., & Delgado-Romero, E. A. (2011). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy. *Journal of Counseling Psychology*, 58(2), 210–21. doi:10.1037/a0022251
- * Black Girl Dangerous (2013). *Queer/Trans* People of Color Chat, Pride*
<http://blackgirldangerous.org/new-blog/2013/6/18/qtpoc-chat-ep-2>
- * Black Girls Dangerous (2013). *Queer/Trans* People of Color Chat, Racism within QTPOC Community*
<http://blackgirldangerous.org/new-blog/2013/7/24/qtpoc-chat-4-racism-within-qtpoc-community>

Week 4

- Green, R.-J. (2003). When therapists do not want their clients to be homosexual: A response to Rosik's article. *Journal of Marital and Family Therapy*, 29(1), 29–38. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/12616796>
- McGeorge, C. R., Carlson, T. S., & Toomey, R. B. (2013). An Exploration of Family Therapists' Beliefs about the Ethics of Conversion Therapy: The Influence of Negative Beliefs and Clinical Competence With Lesbian, Gay, and Bisexual Clients. *Journal of Marital and Family Therapy*, n/a–n/a. doi:10.1111/jmft.12040
- Perrin, A. J., Cohen, P. N., & Caren, N. (2013). Are children of parents who had same-sex relationships disadvantaged? A scientific evaluation of the no-differences hypothesis. *Journal of Gay & Lesbian Mental Health*, 17(3), 327–336. doi:10.1080/19359705.2013.772553
- Regnerus, M. (2012). How different are the adult children of parents who have same-sex relationships? Findings from the New Family Structures Study. *Social Science Research*, 41(4), 752–770. doi:10.1016/j.ssresearch.2012.03.009

Rosik, C. H. (2003). Motivational, ethical, and epistemological foundations in the treatment of unwanted homoerotic attraction. *Journal of Marital and Family Therapy*, 29(1), 13–28. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/12616795>

Rosik, C. H., & Byrd, A. D. (2013). Moving back to science and self-reflection in the debate over sexual orientation change efforts. *Social Work*, 58(1), 83–86. doi:10.1093/SW/SWS051