

## ADVANCED CLINICAL WORK WITH LGBT POPULATIONS — CPSY 590-02

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### **Instructor:**

Meg Jeske, MA, LPC, CDWF, Adjunct Professor of Counseling

Phone: 503-753-1184

E-mail: [meg@lclark.edu](mailto:meg@lclark.edu)

Office Hours: By appointment only

### **Course Info:**

Time: Mondays 9 am – 12 pm

Dates: March 6, 2023 – April 10, 2023 [No class March 27, 2023]

Location: York Room 101

Credits: 1 credit hour

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**Course Description: Welcome!** This class will expand on the content of the Counseling LGBTQ class, including: affirmative perspectives on lesbian, gay, bisexual, queer, and transgender issues which serve as the foundation for current research and practice in the fields of counseling, education and psychology. All the major professional organizations have formal ethical guidelines requiring non-discrimination and are active in promoting affirmative perspectives. This class will serve as a deeper dive into LGBTQ issues while examining heterosexism, homophobia, and social constructions of identity. We will explore a range of clinical implications to consider when treating the LGBTQ community. We will also discuss interventions and treatment strategies. This course offers more in-depth content and practice in preparation for clinical work with members of LGBTQ+ communities. Instructor permission required, having completed Clinical Work with LGBT clients class is preferred but not required.

### **Disability Services:**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

### **Lewis & Clark Graduate School essential policies**

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination)
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct)
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX)

### **Objectives:**

This course could consist of an entire term. I will present as much information as possible in this limited time frame. Please keep in mind there is no way to cover all relevant information in such a short time. Class goals include:

- ♦ Think critically & reflexively about the presuppositions of constructions of sexuality and gender

- ◆ Identify and critically understand identity as intersecting/multiple and recognize issues of power and privilege relative to the intersecting identities of gender, race, class, religion, sexual orientation, ability, national origin, age, and language - and recognize how these influence social location in and out of therapeutic contexts.
- ◆ Deepen one's personal and professional awareness about sexual orientation and gender identity.
- ◆ Explore personal accounts of lives within these communities through memoir and film.
- ◆ Practice case conceptualization for working with individuals in these communities.
- ◆ Narratives and videos of therapeutic issues with multicultural LGBTQ clients
- ◆ Examine and challenge one's own assumptions, values, and worldview of LGBTQ identities.

### **Course Requirements:**

Grading: This class is offered as pass or fail. Class participation and homework will be considered in this decision.

### **Required text:**

Students will read one book-length memoir of their choosing written by a member of these communities – they can choose from a list by the instructor, or submit their own choice for approval.

Other short readings as assigned via Moodle.

**Participation in a Learning Community:** Students are required to attend and **actively** participate in all scheduled class meetings. This includes being on time, reading all of the assigned material and discussing it, and otherwise engaging with colleagues as fellow professionals. Class discussions require **active participation** from students. In the classroom this means participating in class discussions in both large and small groups and cultivating a context of respect in the room.

### **Assignments:**

You will present to the class about the memoir you read and lead a class discussion about what is relevant to clinical work with these populations from the book you read.

1. **General Essay Response-** Drawing from the course material and discussions, write a 2-3 page paper in which you consider these experiences in your own life and reflect upon your future work with LGBTQ populations.

\*Trans- for the purposes of this class this term will be utilized as an umbrella term for individuals whose lived sex, gender identity, and/or gender expression differ from cultural norms or societal expectations based on their assigned sex at birth.