

“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 563-03: Treatment Issues in Family Therapy: LGBT and Family Therapy Spring 2014

Time & Day: Saturday, 9am – 5:30pm, February 1st & 8th, 2014

Instructor: Naomi Knoble, M.S., LMFT

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

Office Hours: By appointment

CATALOG DESCRIPTION

Through an ecological systems perspective, this course offers an in-depth examination into the intersections of multiple identities (e.g., race, ethnicity, age, ability) with lesbian, gay, bisexual, transgender, and queer (LGBTQ) identities. Toward development of student multicultural competence, identifying and responding to microaggressions and other forms of discrimination within MCFT and allied counseling professions will be an emphasis of the course.

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 the study of topics of their choice related to LGBTQ considerations and intersections of identities. Topics addressed in this course include: ADDRESSING framework; intersectionality; microaggressions; a brief review of contemporary history of LGBT individuals; internalized homo/bi/transphobia within individuals, families, society; heterocentrism; invisibility and visibility of LGBTQ communities. This course emphasizes clinical case conceptualization and experiential learning in response to common microaggressions.

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 discussing LGBTQ issues as an emerging professional, 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

ASSIGNMENTS

Class participation, 50 points (2 class meetings, 25 points each). Experiential learning and class discussions are made stronger by student participation. You will be asked to demonstrate your current understanding of LGBTQ considerations in counseling and engage with the course and its material. Opportunities for class participation will be provided in large and small group discussions, role playing, and small group presentations.

Group project: LGBTQ clients and intersections of multicultural identities, 25 points. The purpose of the assignment is to provide students with opportunities to explore under-represented topics within LGBTQ studies (e.g., trans* people of color, aging LGBTQ communities, adoption for LGBTQ couples/families, non-Christian religious considerations for LGBTQ, nonmonogamous relationships in counseling). Groups will be selected during the first class meeting. Groups will select a unique focus topic for the project and will be provided with class time to plan, research, and prepare the project. This assignment is intended to develop and encourage engagement with under-represented aspects of the LGBTQ community, sharing of knowledge with others, and help develop ally and advocacy skills. In this assignment, address the following: (1) an introduction and overview of the population you have selected, (2) intersection of identities and attention to systemic privilege/oppression dynamics, (3) historical and current sociopolitical factors, (4) considerations for MCFT counseling, (5) resources for professionals and clients, (6) recommendations for ongoing multicultural development with this population/topic.

Group Project Presentation, 25 points. Groups will provide a 30 minute presentation on their topics during the second class meeting. Requirements of the presentation: (1) a visual presentation format (e.g., Prezi, PowerPoint, posterboard), (2) a handout (e.g., paper, electronic) to share with the class about your topic, (3) resources for therapists working with this population (e.g., national/international agencies, local organizations, books, websites, etc.), (4) large or small group class activity (e.g., case conceptualization, discussion questions, clinical role demonstration). One purpose of this assignment is to develop your library of resources with diverse LGBTQ clients.

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

ASSIGNMENT COMPLETION/GRADING

Regarding the group assignment, the group presentation must occur during the second class meeting. Students are expected to proactively communicate with the instructor (e.g., email, phone, schedule a meeting) if questions or problems arise. If an unexpected life event should occur that prevents a student from completing the assignments and/or attending the class meetings, it is expected that students will communicate in a professional and timely manner (e.g., as early as possible) with the instructor to discuss accommodations. Communicating concerns regarding assignments with the instructor at the time of a project deadline (e.g., during the second class meeting) or after the deadline will result in lost points and a reduced grade.

REQUIRED TEXT

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

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.

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

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.

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.

Course Outline – Day 1

9am – 9:50am	Introductions, Course Overview, Syllabus Importance and Relevance
9:50am – 10am	Break
10am – 11:30am	Supporting Trans Awareness & Respect Training Jenn Burleton, TransActive
11:30am – 12pm	Discussion
12pm – 1pm	Lunch Break
1pm – 1:50pm	Language, Power, Intersections of Identity
1:50pm – 2pm	Break
2pm – 3:30pm	Identity Development & Minority Stress Theory
3:30pm – 3:45pm	Break
3:45pm – 5pm	Group project assignment & project development
5pm – 5:30pm	Summary

Course Outline – Day 2

9am – 9:50am	Day 1 Review
9:50am – 10am	Break
10am – 11:30am	Applications of Minority Stress Theory & Intersecting Identities: Coping Strategies
11:30am – 12pm	Case Example: Small Group Work & Discussion
12pm – 1pm	Lunch Break
1pm – 2pm	Presentation 1, Presentation 2
1:50pm – 2pm	Break
2pm – 3:30pm	Presentation 3; Presentation 4

3:30pm – 3:45pm	Break
3:45pm – 5pm	Summary
5pm – 5:30pm	Closing Discussion & Course Evaluations

Group Presentation Topics:

- Children with parents who are trans*
- Trans* children of color
- Intersex considerations
- LGBTQ youth & self-harm

Primary Reference Articles

Dillon, F. R., Worthington, R. L., Soth-McNett, A. M., & Schwartz, S. J. (2008). Gender and sexual identity-based predictors of lesbian, gay, and bisexual affirmative counseling self-efficacy. *Professional Psychology: Research and Practice, 39*(3), 353–360. doi:10.1037/0735-7028.39.3.353

Hays, P. A. (2007). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy*. Washington, DC: APA.

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

Hequembourg, A. L., & Brallier, S. A. (2009). An exploration of sexual minority stress across the lines of gender and sexual identity. *Journal of Homosexuality, 56*(3), 273–98. doi:10.1080/00918360902728517

Kertzner, R. M., Meyer, I. H., Frost, D. M., & Stirratt, M. J. (2009). Social and psychological well-being in lesbians, gay men, and bisexuals: the effects of race, gender, age, and sexual identity. *The American Journal of Orthopsychiatry, 79*(4), 500–10. doi:10.1037/a0016848

Kuper, L. E., Coleman, B. R., & Mustanski, B. S. (2013). Coping With LGBT and Racial-Ethnic-Related Stressors: A Mixed-Methods Study of LGBT Youth of Color. *Journal of Research on Adolescence, n/a–n/a*. doi:10.1111/jora.12079

Lev, A. I. (2004). *Transgender emergence: Therapeutic guidelines for working with gender-variant people and their families*. Binghamton, NY: Haworth Press.

Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay and bisexual populations: Conceptual issues and research evidence. *Psychological Bulletin*, 129, 674–697. doi:10.1037/0033-2909.129.5.674

Nagoshi, J. L., Nagoshi, C. T., & Brzuzy, S. (2014). *Gender and Sexual Identity*. New York, NY: Springer New York. doi:10.1007/978-1-4614-8966-5