

## CLINICAL WORK WITH LGBT POPULATIONS

CPSY

590/563

Instructor: Michelle Maher, PhD Candidate

Lewis & Clark College

Email: [maher@lclark.edu](mailto:maher@lclark.edu)

Moodle Password: LGBT

Date:

9/8/2008–12/10/2009

---

**Course Description: Welcome!** This class will explore affirmative perspectives on lesbian, gay, bisexual and transgendered 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 an introduction to LGBT issues while examining heterosexism and homophobia and social constructions of identity. We will review a wide-range of concerns for people who are LGBT, including but not limited to: career development and health concerns, family counseling, the role of difference in identity, and religion/spirituality.

### **Objectives:**

In this course, I have brought together some very diverse forms of clinically applicable multicultural material.

This includes to:

- ◆ Think critically and reflexively about the history, presuppositions of constructions of sexuality
- ◆ 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 how these influence social location in and out of therapeutic contexts.
- ◆ Increase one's understanding of the historical and cultural context of oppression in the United States.
- ◆ Raise one's personal and professional awareness about sexual orientation and other specific realities of LGBT life.
- ◆ Develop empathy for a broad range ways people who are LGBT are socially and psychologically impacted.
- ◆ Critically discuss LGBT identity and psychological development.
- ◆ Review current research and theory in LGBT psychotherapy, ethical guidelines and competencies,
- ◆ Narratives and videos of therapeutic issues with multicultural LGBT clients',
- ◆ Increase one's understanding and skills to identify anti-homophobia in order to be a participate in the prevention and dissolution of heterosexism and homophobia,
- ◆ Review topics that are relevant for LGBT clients and psychotherapists/counselors, and
- ◆ Develop an awareness of one's owns assumptions, values, and worldview of LGBT identities.

**Required Texts:**

Bieschke, K., Perez, R., & DeBord, K. (2007). Handbook of Counseling and Psychology with Lesbian, Gay, Bisexual, & Transgender Clients. Washington, D.C.: American Psychological Association.

**Course Reading Schedule to be decided upon in first class:**

	Course Template	Activities
Month 1 9/26/09	Welcome, Introduction, Syllabus, Text Handbook readings and others due.	Syllabus Exercises Destabilizing Gender Project Discussion APA Video
Month 2	Class Discussion: The Master's Tools will Never Dismantle the Mastern's House  Class Facilitation: Liberatory Psychotherapy for LGBT Clients Ch 7 Ch 8 Russell Class Facilitation: Social Construction of Sexuality Butler, J. (1990). Gender Trouble. NY: Routledge. Foucault, M. (1978). History of Sexuality. NY: Penguin Books.	Bringing data together Coming Out Youth Video Heterosexual Questionnaire  Psychotherapy with LGBT DVD
Month 3	Class Facilitation: Ch 6 Ch 11 Committee on Lesbian and Gay Concerns (1991). Avoiding heterosexual bias in language. American Psychologist, 46, 973- 974. Green, B. 91998). Thinkinmg about students who do not identify as gay, lesbian or bisexual but... Journal of the American College health Association, 47, 89-91. Holahan, W. & Gibson, S. (1994). Heterosexual therapists leading lesbian and gay therapy groups: Therapeutic and Political Realities. Journal of Counseling and Development, 72, 591-694.	Diversity and Multiple Identities Psychotherapy with LGBT DVD Final Projects/ Presentations Due  Coming Out Youth
Month 4	Class Facilitation::	Final Projects/

	Ch 1 Ch 4 Ch 13  Class Facilitation Rees-Turyrn, A. Ji, Milton	Presentations Due
--	---	----------------------

## Course Requirements:

Class Facilitation .....	20
Class Participation .....	20
Class Project .....	60

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 Facilitation

In student groups of two, choose readings from the LGBT Counseling Bibliography or your own set of readings and facilitate a one-half to one-hour class discussion on the readings. You are welcome to contribute information and research to the readings in order to emphasize a topic you are interested in. Cover the main points of the articles and encourage your classmates to critically analyze the author's argument and its clinical applicability, both personally and professionally. Consider your learning objectives for the class. Considering using guide questions, small group discussions, imagery or other class formats to assist your instructional objectives. Review your plan with the professor (via email) before doing so.

### Class Projects or Papers

Choose to participate in a class project or write a 10-15 page scholarly research paper on an instructor approved topic that you are interested in (APA format). Such a project will be discussed and decided upon during the first class. Some choices include writing a review of literature on a class-agreed upon topic or conducting a class project.