



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING CPSY 563: Treatment Issues in Family Therapy: LGBT and Family Therapy Summer 2010

Time & Day: Thursdays 9:30am-12:30pm (June 3rd - July 1st, 2010)

Instructor: Jessica Loehndorf Hutchison, M.Ed.

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CATALOG DESCRIPTION

Applications of family systems approach to treatment of families in crisis and transition. Topics include issues such as a brief review of the history LGBT individuals, couples, families and community as well as internalized homo/bi/transphobia, heterocentrism, issues related to minority status coupling and families. A portion of this course emphasizes clinical case conceptualization and treatment planning.

COURSE DESCRIPTION

This course will explore clinical implications and strategies for working with lesbian, gay, bisexual, and transgender clients in the field of Marriage and Family Therapy. We will review current research as well as learn how to apply the research and best-practice trends in clinical settings. The course also examines contemporary social, historical, and political contexts of LGBT issues and their influence on clients and therapists.

COURSE OBJECTIVES

1. Understand various models of coming out
2. Understand various models, scales/assessment and theories of sexual/affectional orientation
3. Understand various conceptions of gender identity
4. Begin fluency of understanding and talking about coming out, sexual/affectional orientation, sex, mixed orientation and polyamory with LGBT individuals, couples and families
5. Begin an awareness of current events related to LGBT youth, adults, couples and families
6. Begin counseling skill with LGBT couples and families
7. Recognize and explore personal and societal prejudices related to LGBT individuals, couples and families.
8. Explore local agencies and organizations that support LGBT youth, adults, couples and families

9. Explore various local, state and national laws that effect LGBT youth, adults, couples and families

ASSIGNMENTS

Reflective journal: 20 points (4 x 5 points each)

Class participation: 50 points (5 x 10 points each). Each week you will be asked to demonstrate reading comprehension and engagement with the course and its material.

Group project: 30 points. The class project is a group project insofar as you and a few of your classmates will have to find 5 unique and additional resources (i.e. on-line, in-print, audio-visual, local agencies, scholarly article, interview, etc.) to the assigned readings. This assignment is intended to develop and encourage engagement with the LGBT community and resources that support the community. You must provide evidence of your resource (e.g. written questions and answers from an interview, an academic article or from popular media) and post it on the Moodle page under forum for the other students to access. You must also provide a verbal summary of the resource (e.g. how it relates to the class topic, it's relevance to the LGBT community, relevance to therapy with LGBT individuals, couples and families, how to use the resource.) and present it to the class. This will be reviewed in week one.

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

TEXTS AND MATERIALS

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.

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

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

Additional reading material is located on Moodle and in the library course reserves.

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/or review personal beliefs. In these role-play activities or experiential activities 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.

ABSENCES

Please notify the instructor when you are unable to attend class. Missing any class time may result in an additional class assignment at the discretion of the instructor. It is the student’s responsibility to contact the instructor to discuss the make-up work. Missing more than two classes will result in failure to complete class, (any exceptional circumstances may be considered by the instructor).

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.

SPECIAL ASSISTANCE

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 SCHEDULE

WEEK 1 (Thursday, June 3rd) COURSE OVERVIEW & HISTORICAL BACKGROUND OF CFT AND LGBT, CONTEMPORARY ISSUES

ASSIGNMENTS: Readings and journal.

READINGS DUE: 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. Chapters 1-6.

JOURNAL ASSIGNMENT: Please reflect on this week's in-class discussion and/or the readings, and then write about your thoughts and experiences. Consider your internal responses to the material we discussed or what read for class. Responses should be 3 pages in length. APA style. Due Thursday, June 10th, at the beginning of class.

CLASS OUTLINE:

- Why is this important?
- Terms and Definitions
- Timeline and history of CFT and LGBT
- Pivotal events
- Current events

In-class activities: Lecture, discussion,

WEEK 2 (Thursday, June 10th) LGBT MODELS/THEORIES OF SEXUALITY AND SEXUAL/AFFECTIONAL ORIENTATION

ASSIGNMENTS: Readings and journal. Group project.

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

Chung, Y. B., & Katayama, M. (1996). Assessment of sexual orientation in lesbian/gay /bisexual studies. *Journal of Homosexuality*, 30, 49-62.

Diamond, L. (1998). The development of sexual orientation among adolescent and young adult women. *Developmental Psychology*, 34, 1085-1095.

Dubé, E. M., & Savin-Williams, R. C. (1999). Sexual identity development among ethnic sexual-minority male youths. *Developmental Psychology*, 35, 1389–1398.

RECOMMENDED READINGS: Kort, J. (2008). *Gay Affirmative Therapy for the Straight Clinician: The Essential Guide*. New York, NY: W.W. Norton. Chapter 7.

Lev, A. I. (2004). *Transgender Emergence: Therapeutic Guidelines for Working with Gender-Variant People and their Families*. Binghamton, NY: Hathworth Press. Chapter 3.

JOURNAL ASSIGNMENT: Please reflect on the readings, in-class discussions, and then write about your experience. Consider what you have learned thus far and how it could impact your work as a therapist. Responses should be 3 pages in length. APA style. Due Thursday, June 17th, at the beginning of class.

CLASS OUTLINE:

- Heterocentrism and Heterosexism
- Theories of Sexual Orientation
 - Biological/Essentialist
 - Psychosocial
- Scales/Assessment of Sexuality and Sexual (affectional) Orientation
 - Kinsey
 - Klein Grid
 - Coleman
- Models of Sexual & Gender Identity Development
 - Cass V.C., 1979
 - Dube & Savin-Williams, 1999
 - Diamond, L.M., 2003
 - Transgender Emergence (Lev, 2004).

In-class activities: Lecture, discussion, questionnaire

WEEK 3 (Thursday, June 17th) GUIDENLINES FOR PSYCHOTHERAPY, GAY AFFIRMATIVE THERAPY MODEL & PRACTICES, ASSESSMENT PHASE OF THERAPY & SPIRITUALITY

ASSIGNMENTS: Readings and journal. Group project.

READINGS DUE: American Psychological Association. (2000). Guidelines for psychotherapy with lesbian, gay & bisexual clients. Retrieved May 22, 2010, from <http://www.apa.org/pi/lgbt/resources/guidelines.pdf>.

World Professional Association for Transgender Health Incorporated. (2001). Standards of Care For Gender Identity Disorders. Retrieved May 22, 2010, from <http://www.wpath.org/documents2/socv6.pdf>.

Schuck, K.D. & Liddle, B.J. (2001). Religious conflicts experienced by lesbian, gay and bisexual individuals. *Journal of Gay & Lesbian Psychotherapy*. 5(2), 63-82.

RECOMMENDED READINGS: 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. Chapter 7.

Kort, J. (2008). *Gay Affirmative Therapy for the Straight Clinician: The Essential Guide*. New York, NY: W.W.Norton. Chapter 2.

JOURNAL ASSIGNMENT: Portland Pride 2010 is Saturday, June 19th and Sunday, June 20th, attend an event and reflect on your experience. Responses should be 3 pages in length. APA style. Due Thursday, June 25th, at the beginning of class.

CLASS OUTLINE:

- GAT
 - o Corrective emotional experience with therapist and therapy
 - o Understanding and combating heterosexism
 - o Understanding heterosexist privilege
 - o Affirms SO/AO
 - o Critiques
- Assessment
 - o Internalized homophobia
 - o Addiction
 - o Outness
- Religion/Spiritual
 - o Christian
 - o Jewish
 - o Muslim
 - o Buddhist

In-class activities: Lecture, student discussions, vignette
Guests: Candy Marcum

WEEK 4 (Thursday, June 24th) LGBT COUPLES AND FAMILIES- Adults

ASSIGNMENTS: Readings and journal. Group project.

READINGS DUE: Bepko, C., & Johnson, T. (2000). Gay and lesbian couples in therapy: Perspectives for the contemporary family therapist. *Journal of Marital and Family Therapy*, 26, 409-419.

Green, R.-J., Bettinger, M. & Zacks, E. (1996). Are lesbian couples fused and gay male couples disengaged? Questioning gender straight jackets. In J. Laird & R.-J. Green (Eds.), *Lesbians and gays in couples and families: A handbook for therapists*. San Francisco: Jossey-Bass.

Knudson-Martin, C. & Laughlin, M. (2005). Gender and sexual orientation in family therapy: Toward a post-gender approach. *Family Relations*, 54, 101-115.

Lev, A. I. (2004). *Transgender Emergence: Therapeutic Guidelines for Working with Gender-Variant People and their Families*. Binghamton, NY: Hathworth Press. Chapter 7 & 8.

RECOMMENDED READINGS: Kort, J. (2008). *Gay Affirmative Therapy for the Straight Clinician: The Essential Guide*. New York, NY: W.W. Norton. Chapter 10 & 11.

JOURNAL ASSIGNMENT: Please reflect on the readings and in-class discussions, and then write about your experience. Consider your thoughts and/or your internal experience of the material and how it is changed from the beginning of the class. Responses should be 3 pages in length. APA style. Due Thursday, July 1st, at the beginning of class.

CLASS OUTLINE:

- Commonalities between Lesbian and Gay Couples
 - o Coming out as a couple
 - o Internalized homophobia
 - o Lack of lifecycle nodes
 - o Different stages of coming out process
 - o Heterocentric understanding/attitudes of sex
- Lesbian Sexuality & Couples
 - o Enmeshment/Fusion
 - o Former partners
- Gay Sexuality & Couples
 - o Limited relational skills
 - o Emotional disengagement
 - o Bathhouses, bars, public restrooms, circuit parties
- Bisexuality & Couples
- Transgender Couples
- Mixed Orientation Couples
- Polyamory

In-class activities: Lecture, student discussions

Guests: Jayson Barsic and Shoshana Kerewsky

WEEK 5 (Thursday, July 1st) - LGBT COUPLES AND FAMILIES- Youth and Families

READINGS DUE: Israel, G.E. (2005). Translove: Transgender persons and their families. *Journal of GLBT Family Studies*, 1(1), 53-67.

Lev, A. I. (2004). *Transgender Emergence: Therapeutic Guidelines for Working with Gender-Variant People and their Families*. Binghamton, NY: Hathworth Press. Chapter 9.

Sanders, G.L. & Kroll, I.T. (2000). Generating stories of resilience: Helping gay & lesbian youth and their families. *Journal of Marital and Family Therapy*, 26 (4), 433-442.

RECOMMENDED READINGS: American Psychological Association. (2010). Lesbian and gay parenting. Retrieved May 31, 2010, from <http://www.apa.org/pi/lgbt/resources/parenting-full.pdf>.

Kort, J. (2008). *Gay Affirmative Therapy for the Straight Clinician: The Essential Guide*. New York, NY: W.W. Norton. Chapter 8, 12.

CLASS OUTLINE:

Material not covered in previous class to be covered in this class.

- o Coming out as a family
- o Children of LGBT families
- o Elders

In-class activities: Lecture, case-study, student discussions, course evaluation