



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 563: Treatment Issues in Family Therapy: LGBTQ and Family Therapy
Summer 2013

Time & Day: Tuesdays 9:00am-12:00pm (June 4th - July 2st, 2013)

Instructor: Jessica Loehndorf Hutchison, M.Ed.

Contact Information: 503-333-9387, jloehndorf@lclark.edu

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 LGBTQ individuals, couples, families and community, as well as internalized homo/bi/transphobia, heterocentrism, heteronormative assumptions, heterosexual privileges, microaggressions, and intersectionality of identities. In addition, a portion of this course emphasizes clinical case conceptualization and treatment planning.

COURSE DESCRIPTION

This course will explore clinical work and strategies when working with lesbian, gay, bisexual, transgender, and queer clients in the field of Marriage, Couple 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 LGBTQ issues and their influence on clients and therapists.

COURSE OBJECTIVES

1. Understand various models of sexual orientation identity models “coming out” models
2. Understand various models, scales/assessment and theories of sexual/affectional orientation
3. Understand various conceptions of gender identity
4. Beginning fluency of conceptualization and communication of coming out, sexual/affectional orientation, sex, mixed orientation and polyamory with LGBTQ individuals, couples and families
5. Beginning awareness of current events related to LGBTQ youth, adults, couples and families
6. Beginning counseling skill with LGBTQ couples and families
7. Beginning awareness and exploration of personal and societal prejudices related to LGBTQ individuals, couples and families

8. Explore local agencies and organizations that support LGBTQ youth, adults, couples and families
9. Explore various local, state and national laws that effect LGBTQ 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 unique and additional resources (i.e. on-line, print, audio-visual, blog, local agencies, scholarly article, interview, review of local, state or federal law, etc.) to the assigned readings. This assignment is intended to develop and encourage engagement with the LGBTQ 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 article from popular media, etc.), and post it on the Moodle page under *Group project* (person icon) for your colleagues 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 LGBTQ community, relevance to therapy with LGBTQ individuals, couples and families, how to use the resource, etc.), and present it to the class. Presentations should be about 5 minutes. This assignment 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. All grades will be posted on Moodle throughout the course.

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.

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

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

RECOMMENDED TEXT

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 may change throughout the course. If so, the instructor will give the students one week to complete the work (i.e. students will be assigned the additional reading one week prior to due date).

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 (Tuesday, June 4th) COURSE OVERVIEW & HISTORICAL BACKGROUND OF MCFT AND LGBTQ, 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: See handout. Responses should be 3 pages in length. APA style. Due Tuesday, June 11th, at the beginning of class.

CLASS OUTLINE:

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

In-class activities: Lecture, discussion.

WEEK 2 (Tuesday, June 11th) LGBTQ 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.

Troiden, R. (1989). The formation of homosexual identities. *Gay and lesbian Identity: A sociological analysis*. Binghamton, NY: Hathworth Press. 43-73.

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: Portland Pride 2013 is Saturday, June 15th and Sunday, June 16th, attend an event and reflect on your experience. Responses should be 3 pages in length. APA style. Due Thursday, June 18th, at the beginning of class.

CLASS OUTLINE:

- Heterocentrism, Heterosexism, Heteronormative Assumptions & Microaggressions
- Theories of Sexual Orientation
 - Biological/Essentialist
 - Psychosocial
 - Psychoanalytic
 - Social Constructionist
- 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, in-class workshop
Guest: Damian Miller

WEEK 3 (Tuesday, June 18th) GUIDENLINES FOR PSYCHOTHERAPY, GAY AFFIRMATIVE THERAPY MODEL & PRACTICES, ASSESSMENT PHASE OF THERAPY & SPIRITUALITY

ASSIGNMENTS: Readings and journal. Group project.

READINGS DUE: American Psychological Association. (2011). Guidelines for psychotherapy with lesbian, gay & bisexual clients. Handout from instructor.

World Professional Association for Transgender Health Incorporated. (2011). Standards of Care For Gender Identity Disorders. Retrieved June 03, 2013 from <http://www.wpath.org/documents/IJT%20SOC,%20V7.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.

CLASS OUTLINE:

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

In-class activities: Lecture, student discussions.

Guest: Jayson Peterson

WEEK 4 (Tuesday, June 25th) LGBTQ 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 Tuesday, July 2nd, at the beginning of class.

CLASS OUTLINE:

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

- Polyamory

In-class activities: Lecture, student discussions, group project.

Guests: Naomi Knoble

WEEK 5 (Tuesday, July 2nd) - LGBTQ COUPLES AND FAMILIES- Youth and Families

READINGS DUE: Goldberg A.E. & Allen, K.R. (Eds.). (2013). *LGBTQ-Parent Families: Innovations in Research and Implications for Practice*. New York: Springer Science + Business Media. Chapters 16-17.

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.

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.

- Coming out as a family
- Children of LGBTQ families
- Elders

In-class activities: Lecture, student discussions, group project, course evaluation.