

## CLINICAL WORK WITH LGBT POPULATIONS CPSY 590

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Date: February 20 and 21, 2016 - 9:00-5:30 pm

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**Course Description: Welcome!** This class will explore 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 an introduction to 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.

### **Objectives:**

This course could consist of an entire term. As such, we will do our best to bring to you as much information as possible in this limited time frame. Please keep in mind there is no way to cover all information in such a short time. Our goals include:

- ◆ Think critically and reflexively about the presuppositions of constructions of sexuality and gender
- ◆ Develop basic knowledge of the models of Sexual Identity Development
- ◆ 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.
- ◆ Raise one's personal and professional awareness about sexual orientation and gender identity.
- ◆ Develop empathy for a broad range ways people who are LGBTQ are socially and psychologically impacted.
- ◆ Discuss LGBTQ identity and psychological development.
- ◆ Review current research and theory in LGBTQ psychotherapy, ethical guidelines and competencies,
- ◆ Narratives and videos of therapeutic issues with multicultural LGBTQ clients',
- ◆ Develop an awareness of one's own assumptions, values, and worldview of LGBTQ identities.

Day 1:

Time	Topic	Activities
9:00-9:30am	Welcome, Introduction, and Syllabus (hand out terms blank forms)	Icebreaker
9:30-11:30am	LGBTQ 101: Bridge 13 <ul style="list-style-type: none"> <li>• Terminology</li> <li>• Social constructs/Gender transgressing</li> <li>• Risk factors</li> <li>• Cultural Implications and Intersecting Identities</li> </ul>	Guest Speaker: Neola Young from PDX QCenter
11:30-11:45pm	Terminology worksheet activity	
11:45-12:45pm	Lunch	
12:45-1:15pm	Sexual Identity Models of Development	Kinsey, Cass, Klein, and D'Augelli
1:15-2:15pm	Lesbian Identified Women <ul style="list-style-type: none"> <li>• Clinical implications</li> <li>• Clinical interventions</li> <li>• Bisexual women</li> <li>• Gender Expression in Lesbian Communities</li> </ul>	Video - Inqueery Group Discussion: visibility Power Point/lecture Video (Peculiar Kind) Small and Large Group Discussion: define topic (vignette or role play)
2:15-2:30pm	Break	
2:30-3:30pm	Gay Identified Men <ul style="list-style-type: none"> <li>• Clinical implications</li> <li>• Clinical Interventions</li> <li>• Bisexual Men</li> <li>• MSM vs. Sexual Identity</li> </ul>	Power Point Small and Large group Discussion
3:30-5:00pm	Movie: Diagnosing Difference	Small Group Discussion
5:00-5:30pm	Wrap up	

Day 2:

9:00-10:00am	Overview of clinicians role in working with Trans* clients	Experiential activity Power Point Lecture
10:00-11:00am	Clinical and therapeutic concerns when working with Trans* children	Guest speaker: Kate Kauffman from Transactive
11:00-11:15am	Break	
11:15-12:00pm	Clinical and therapeutic concerns when working with Trans* children (cont'd)	Guest speaker: Kate Kauffman from Transactive
12:00-1:00pm	Lunch	
1:00-2:30pm	Clinician as gatekeeper Letter writing Hormones and gender affirmation surgery to facilitate medical transition Many levels of transition DSM changes Social media & transition	Powerpoint Lecture  YouTube, Tumblr
2:30-3:30pm	Intersectionality	Video: What is Privilege
3:30-3:45pm	Break	
3:45-5:00pm	Vignette Activity	Break out groups
5:00-5:30pm	Wrap up and evaluations	

**Course Requirements:**

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

**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.

**Assignments:**

Reflection Response:

In an effort to help you make connections and apply what you have learned you will be asked to write a class response paper. Using the information learned from day one and two, select a clinical vignette and write a two to three page paper responding to the same questions you were asked in your group activity:

- Describe intersecting identities of individual and how this might impact/influence treatment
- Immediate concerns/risk factors
- Client coping skills (healthy and maladaptive)
- Client strengths and protective factors
- Possible clinical interventions (e.g. narrative, motivational interviewing, harm reduction, CBT, DBT, trauma informed, etc.)
- Case management interventions

**In Class Readings**

Students are required to read assigned in class material and be prepared to discuss with classmates. These will be distributed in class and you do not need to be prepared in advance for these readings.

\*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.