

CLINICAL WORK WITH LGBT POPULATIONS CPSY 590

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Date: January 21 & 22, 2017 - 9:00-5:30 pm

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
9:00-9:45am	Welcome, Introduction, and Syllabus (hand out terms blank forms)	Why are you here, what will make it successful for you, how are you connected to these communities, where are you headed in your career?
9:45-10:30am 10:30-10:40am BREAK 10:40-11:30am	LGBTQ 101 <ul style="list-style-type: none"> • Terminology • Social constructs/Gender transgressing • Risk factors • Cultural Implications and Intersecting Identities 	Discussion Group activity
11:30-12:00pm	Intersectionality of Oppression	Video: What is Privilege
12:00-1:00pm	Lunch	
1:00-2:00pm	Sexual Identity Models of Development	Kinsey movie trailer, Kinsey, Cass, Klein, and D'Augelli
2:00-3:45pm	Movie: Small Town Gay Bar	& discussion
3:45-4:00pm	Break	
4:00-5:00pm	Gay Identified Men <ul style="list-style-type: none"> • Clinical implications • Clinical Interventions • Bisexual Men • MSM vs. Sexual Identity 	Power Point Small and Large group Discussion
5:00-5:30pm	Discussion, questions, wrap up from the day	Role play

Day 2:

9:00-10:00am	<p>Lesbian Identified Women</p> <ul style="list-style-type: none"> • Clinical implications • Clinical interventions • Bisexual women • Gender Expression in Lesbian Communities 	<p>Video - Inqueery Group Discussion: visibility Power Point/lecture Video (Peculiar Kind) Small and Large Group Discussion: define topic (vignette or role play)</p>
10:00-11:30am	Sex positivity:	
10:30-10:45 BREAK	Polyamory/non-monogamy BDSM/Kink	
11:30-12:00am	Exploring binary limitations	Experiential group activity
12:00-1:00pm	Lunch	
1:00-2:30pm	Clinical and therapeutic concerns when working with Trans* children (cont'd)	Kate Kauffman's presentation from Transactive
2:30-3:45pm	Clinician as gatekeeper	Powerpoint Lecture
3:00-3:15pm BREAK	Letter writing	
	Hormones and gender affirmation surgery to facilitate medical transition	
	Many levels of transition	
	DSM changes	
	Social media & transition	YouTube, Tumblr
3:45-4:15pm	Living/working in these communities. Overlap. Self-care.	
4:15-5:00pm	Vignette Activity	Break out groups / large group
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. Please choose **one** of the three options below.

1. **Clinical Vignette-** 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

2. **General Essay Response-** Drawing from the course material, in particular the impacts of visibility, sexuality, stigma, gender roles, race, and culture on mental health, write a 2-3 page essay in which you consider these experiences in your own life and reflect upon your future work with LGBTQ populations.

3. **Film Review and Response-** Based on the questions and class discussion following the film, write a 2-3 page paper exploring your personal response to the themes and topics in the documentary *Small Town Gay Bar*. Consider the impact that religion, shame, and isolation have on LGBTQ populations.

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.