“We are a community that commits itself to diversity and sustainability as dimensions of a just society” --Lewis and Clark Mission Statement

LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING

CPSY 563-31: Treatment Issues in Family Therapy: LGBT and Family Therapy Summer 2017

Time & Day: Saturday, 9am – 5:30pm, June 10th and July 15th
Location: York 107
Instructor: Sarah Ellenwood
Contact Information: sarahellenwood@lclark.edu
Office Hours: By appointment
Cell: 503-975-5880 (email is preferred)

CATALOG DESCRIPTION
Through an ecological systems perspective, this course offers an in-depth examination into the intersections of multiple identities (e.g., race, ethnicity, age, ability) with lesbian, gay, bisexual, transgender, and queer (LGBTQ) identities. Toward development of student multicultural competence, identifying and responding to microaggressions and other forms of discrimination within MCFT and allied counseling professions will be an emphasis of the course.

COURSE DESCRIPTION
This course seeks to expand students’ multicultural competence when working with lesbian, gay, bisexual, transgender, and queer (LGBTQ) clients in the field of Marriage, Couple and Family Therapy (MCFT). From critical theory and social justice perspectives, we will review and critique current research as well as learn how to apply research and best-practice trends in clinical settings when working with LGBTQ individuals, couples, and families. Examination of the role of the therapist as ally and advocate to the LGBTQ community will be a central theme of the course with attention to emotional and interpersonal aspects (e.g., safety, support). The course also examines contemporary social, historical, and political contexts of LGBT issues within society and the field of MCFT. Finally, students will engage in the study of topics of their choice related to LGBTQ considerations and intersections of identities. Topics addressed in this course include: ADDRESSING framework; intersectionality; microaggressions; a brief review of contemporary history of LGBT individuals; internalized homo/bi/transphobia within individuals, families, society; heterocentrism; invisibility and visibility of LGBTQ communities. This course emphasizes clinical case conceptualization and experiential learning.

COURSE OBJECTIVES
1. Expand multicultural competencies with LGBTQ individuals, couples, and families in therapy and the intersection of multiple identities
2. Recognize and explore issues of systemic privilege and oppression related to LGBTQ and intersecting identities among individuals, couples and families
3. Understand theories of identity development for LGBTQ people including sexual and affectional identity development, gender identity, and coming out
4. Develop fluency with discussing LGBTQ issues as an emerging professional, ally, and advocate
7. Identify resources, including local and national agencies and organizations, providing support for LGBTQ youth, adults, couples and families
8. Understand unique legal issues impacting LGBTQ people including local, state, and national laws

REQUIRED TEXT

RECOMMENDED TEXTS


doi:10.1037/14093-000

ASSIGNMENTS
Class participation, 50 points (2 class meetings, 25 points each). Experiential learning and class discussions are made stronger by student participation. You will be asked to demonstrate your current understanding of LGBTQ considerations in counseling and engage with the course and its material. Opportunities for class participation will be provided in large and small group discussions, role playing, and small group presentations.

Group project: *LGBTQ clients and intersections of multicultural identities*, 25 points. The purpose of the assignment is to provide students with opportunities to explore topics common and/or unique to the LGBTQ client population (e.g., trans* people of color, aging LGBTQ communities, adoption for LGBTQ couples/families, non-Christian religious considerations for LGBTQ, nonmonogamous relationships in counseling). This assignment is also intended to develop and encourage sharing of knowledge, foster self awareness, enhance therapeutic skills and help develop ally/advocacy skills. Groups will be selected during the first class meeting based on shared interest and theoretical orientation. Groups will be provided with class time during on the first day to plan, research, and prepare the project. Each group will prepare a handout and present their topic during day 2 of class which will include leading the class in a fish bowl role play exercise. The handout (2-4 pages) and address the following: (1) an introduction and overview of the topic/population you have selected that includes intersection of identities and attention to systemic privilege/oppression dynamics, historical and current sociopolitical factors etc. (2) case example that includes demographics, case
conceptualization, treatment goals and plan (3) local and/or national resources for professionals and clients, (4) recommendations for ongoing multicultural development with this population/topic (books, journal articles, trainings etc).

*Group Project Presentation*, 25 points. During the second class meeting, groups will lead a 45-60 minute discussion and clinical skill building exercise on their chosen topic. Requirements of the presentation: (1) a handout (as outlined above) to share with the class about your topic, (2) group led class activity (e.g., case conceptualization, discussion questions, clinical role play demonstration) related to chosen topic, (3) group led discussion debriefing class activity. Group members will act as facilitators to enhance student learning and clinical skills around special topics related to LGBTQ MCFT.

**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

**ASSIGNMENT COMPLETION/GRADING**
Regarding the group assignment, the group presentation must occur during the second class meeting. Students are expected to proactively communicate with the instructor (e.g., email, phone, schedule a meeting) if questions or problems arise. If an unexpected life event should occur that prevents a student from completing the assignments and/or attending the class meetings, it is expected that students will communicate in a professional and timely manner (e.g., as early as possible) with the instructor to discuss accommodations. Communicating concerns regarding assignments with the instructor at the time of a project deadline (e.g., during the second class meeting) or after the deadline will result in lost points and a reduced grade.

**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 review personal beliefs. In these role-play activities, experiential activities, readings, and assignments 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.
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**ACADEMIC INTEGRITY**
Academic integrity is vital to preserve the mission of higher education. Students are responsible for ethical scholarship. Students who do not engage in ethical scholarship are missing the point of an education and may also be referred to the College Honor Board. A tutorial for academic integrity is available at [http://library.lclark.edu/reference/plagiarism/](http://library.lclark.edu/reference/plagiarism/)

**CPSY DEPARTMENTAL ATTENDANCE POLICY**
Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on-time to class and tardiness may be seen as an absence that requires make-up work.

**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.

**ACCESSIBILITY ACCOMMODATION**
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.

**Day 1 Course Outline – June 10th, 2017**

<table>
<thead>
<tr>
<th>Readings Due</th>
<th>Bigner et. al. (2012): Chapters 1, 6, 7, 9, 10, 18, 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>9am – 9:30am</td>
<td>Introductions and Course Overview</td>
</tr>
<tr>
<td>9:30am – 11am</td>
<td>LGBTQ Foundations and Activity</td>
</tr>
<tr>
<td>11am – 12pm</td>
<td>Intercultural Issues in LGBTQ MCFT Discussion of Readings</td>
</tr>
<tr>
<td>12pm – 1pm</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>1pm – 2pm</td>
<td>Ethical Issues in LGBTQ Couples and Family Therapy Discussion of Readings</td>
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</tbody>
</table>
**Day 2 Course Outline – July 15th, 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2pm-2:15pm</td>
<td>Break</td>
</tr>
<tr>
<td>2:15pm-3:30pm</td>
<td>Small group role plays</td>
</tr>
<tr>
<td>3:30p-4p</td>
<td>Reflection activity</td>
</tr>
<tr>
<td>4pm – 5:30pm</td>
<td>Group project assignment &amp; project development</td>
</tr>
</tbody>
</table>

**DUE:** *Group topic must be approved by instructor before end of class.*

**Readings Due**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9am – 9:50a</td>
<td>Supporting transgender youth and their families in therapy.</td>
</tr>
<tr>
<td>9:50am-10am</td>
<td>Break</td>
</tr>
<tr>
<td>10am-11am</td>
<td>Group 1: Topic to be determined</td>
</tr>
<tr>
<td>11am – 11:15am</td>
<td>Break</td>
</tr>
<tr>
<td>11:15am-12:15pm</td>
<td>Group 2: Topic to be determined</td>
</tr>
<tr>
<td>12:15pm-1:15pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15pm-2:15pm</td>
<td>Group 3: Topic to be determined</td>
</tr>
<tr>
<td>2:15pm-2:30pm</td>
<td>Break</td>
</tr>
<tr>
<td>2:30pm-3:30pm</td>
<td>Group 4: Topic to be determined</td>
</tr>
<tr>
<td>3:30-3:45pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:45pm-5pm</td>
<td>Local resources, Self Reflection Exercise, Closing Discussion</td>
</tr>
</tbody>
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**Group Presentation Topic Examples:**

- Children with parents who are trans*
- Navigating different identity development stages
- Intersex considerations
- LGBTQ youth & self-harm
- Sex therapy with LGBTQ couples
- Polyamory/non-monogamous relationships
Elder LGBTQ concerns
Trauma informed LGBTQ affirmative counseling

**Primary Reference Articles**

doi: http://dx.doi.org.watzekpx.lclark.edu/10.1111/cpsp.12098

doi:10.1037/a0029597


doi:10.1037/a0029597

doi:10.1080/00918360902728517

doi:10.1037/a0016848

doi:10.1111/jora.12079


doi:10.1037/0033-2909.129.5.674