

“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**

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Time & Day: Saturday, 9am – 5:30pm, June 9<sup>th</sup> and July 14<sup>th</sup>

Location: York 107

Instructor: Sarah Ellenwood

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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
5. Develop an awareness of historical and current events related to LGBTQ youth, adults, couples and families
6. Practice multicultural counseling skill with LGBTQ couples and families
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

### REQUIRED TEXT

Bigner, J.B. & Wetchler, J.L. (Eds.). (2012). *Handbook of LGBTQ-affirmative couple and family therapy*. New York, NY: Routledge.

### RECOMMENDED TEXTS

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.

Dworkin, S. H., & Pope, M. (2012). *Casebook for counseling lesbian, gay, bisexual, and transgendered persons and their families*. American Counseling Association.

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

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

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

Nadal, K. L. (2013). *That's so gay! Microaggressions and the lesbian, gay, bisexual, and transgender community*. (pp. xiv, 220). Washington, DC, US: American Psychological Association.

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 activities that include a case conceptualization, discussion questions and a clinical role play demonstration (including all group members) 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.

### 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/>

### 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.

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.

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 10<sup>th</sup>, 2017**

<b>Readings Due</b>	Bigner et. al. (2012): Chapters 1, 6, 7, 9, 10, 18, 27
9am – 9:30am	Introductions and Course Overview
9:30am – 11am	LGBTQ Foundations and Activity
11am – 12pm	Intercultural Issues in LGBTQ MCFT Discussion of Readings
12pm – 1pm	Lunch Break
1pm – 2pm	Ethical Issues in LGBTQ Couples and Family Therapy Discussion of Readings
2pm-2:15pm	Break
2:15pm-3:30pm	Small group role plays
3:30p-4p	Reflection activity
4pm – 5:30pm	Group project assignment & project development  <b>DUE: Group topic must be approved by instructor before end of class.</b>

**Day 2 Course Outline – July 15th, 2017**

<b>Readings Due</b>	Bigner et. al. (2012): Chapters 13
9am – 950a	Supporting transgender youth and their families in therapy.
950am-10am	Break
10am-11am	Group 1: Topic to be determined
11am – 11:15am	Break
11:15am-12:15pm	Group 2: Topic to be determined
12:15pm-1:15pm	Lunch
1:15pm-2:15pm	Group 3: Topic to be determined
2:15pm-2:30pm	Break
2:30pm-3:30pm	Group 4: Topic to be determined
3:30-3:45pm	Break
3:45pm-5pm	Local resources, Self Reflection Exercise, Closing Discussion

**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  
 Adoption  
 Elder LGBTQ concerns  
 Trauma informed LGBTQ affirmative counseling

### **Primary Reference Articles**

- Boroughs, M. S.; Bedoya, C. A.; O'Cleirigh, C.; Safren, S. A. (2015). Toward defining, measuring, and evaluating LGBT cultural competence for psychologists. *Clinical Psychology: Science and Practice*, 22(2), 151-171.  
doi: <http://dx.doi.org.watzekpx.lclark.edu/10.1111/cpsp.12098>
- Dillon, F. R., Worthington, R. L., Soth-McNett, A. M., & Schwartz, S. J. (2008). Gender and sexual identity-based predictors of lesbian, gay, and bisexual affirmative counseling self-efficacy. *Professional Psychology: Research and Practice*, 39(3), 353-360.  
doi:10.1037/0735-7028.39.3.353
- Hays, P. A. (2007). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy*. Washington, DC: APA.
- Hendricks, M. L., & Testa, R. J. (2012). A conceptual framework for clinical work with transgender and gender nonconforming clients: An adaptation of the Minority Stress Model. *Professional Psychology: Research and Practice*, 43(5), 460-467.  
doi:10.1037/a0029597
- Hequembourg, A. L., & Brallier, S. A. (2009). An exploration of sexual minority stress across the lines of gender and sexual identity. *Journal of Homosexuality*, 56(3), 273-98.  
doi:10.1080/00918360902728517
- Kertzner, R. M., Meyer, I. H., Frost, D. M., & Stirratt, M. J. (2009). Social and psychological well-being in lesbians, gay men, and bisexuals: the effects of race, gender, age, and sexual identity. *The American Journal of Orthopsychiatry*, 79(4), 500-10.  
doi:10.1037/a0016848
- Kuper, L. E., Coleman, B. R., & Mustanski, B. S. (2013). Coping With LGBT and Racial-Ethnic-Related Stressors: A Mixed-Methods Study of LGBT Youth of Color. *Journal of Research on Adolescence*, 24(4), 703-719.  
doi:10.1111/jora.12079
- Lev, A. I. (2004). *Transgender emergence: Therapeutic guidelines for working with gender-variant people and their families*. Binghamton, NY: Haworth Press.
- Moe, J.L., Finnerty, P., Sparkman, N., & Yates, C. (2015). Initial assessment and screening with LGBTQ clients: A critical perspective. *Journal of LGBT Issues in Counseling*, 9, 36-56.
- Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay and bisexual populations: Conceptual issues and research evidence. *Psychological Bulletin*, 129, 674-697.  
doi:10.1037/0033-2909.129.5.674
- Nagoshi, J. L., Nagoshi, C. T., & Brzuzy, S. (2014). *Gender and Sexual Identity*. New York, NY: Springer New York.