

CLINICAL WORK WITH LGBT POPULATIONS — CPSY 590-02

Instructor:

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Office Hours: By appointment only

Course Info:

Time: Wednesdays 9:30am - 12:30pm

Dates: January 13, 2021 – February 10, 2021

Location: Online

Credits: 1 credit hour

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.

Disability Services:

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Lewis & Clark Graduate School essential policies

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct
- Sexual misconduct: go.lclark.edu/titleIX

Objectives:

This course could consist of an entire term. I will present as much information as possible in this limited time frame. Please keep in mind there is no way to cover all relevant information in such a short time. Class 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 of 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.

Course Requirements:

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

Required text:

Girls Like Me by Nina Packebush

Other short readings as assigned via Moodle.

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. Class discussions require active participation from students. Over Zoom this looks like raising your hand to ask questions or comment with your voice, typing something in the chat box to engage with the class, being vocal in breakout groups.

Assignments:

Weekly article/essay response: Each week there will be one or more essays to read for class, and there will be a discussion thread on Moodle to respond to. You will pick one essay to respond to in the discussion thread. We will also discuss some of these articles on Zoom in our synchronous class time.

Each week you will either post a link to an article that relates in some way to folks within these communities along with at least one thought/reaction you had to it, or you will respond to at least 2 articles linked by your classmates. (Each student will have 2 turns to post, and 2 turns to respond).

Final Reflection Response: In an effort to help you make connections and apply what you have learned you will be asked to write a reflection/response paper. Please choose **one** of the four options below. **Paper is due NO LATER THAN February 16, 2021 by 5 pm emailed to meg@lclark.edu**

1. **Clinical Vignette-** Select a clinical vignette and write a two to three page paper including the following elements:

- 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 paper 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 film and our class discussion following the film, write a 2-3 page paper exploring your personal response to the themes and topics in the feature film *Moonlight*, or the comedy special, *Nanette*, *A Secret Love*, or any other full length video we watch.

4. **Book Review and Response-** Based on the book *Girls Like Me* and our class discussion, write a 2-3 page paper exploring your personal response to the themes and topics in this book and how it is applicable to working with LGBTQ clients.

*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.