



***Interpersonal Practice with
Lesbian, Gay Bisexual and Transgendered People***

Social Work Course #707, Section 1: Fall 2014
Fridays 2:00 – 5:00, Room: 2816 SSWB

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Course Description:

This course will address issues of concern to interpersonal practice clients that identify as Transgendered, Lesbian, Bisexual, Gay, Questioning, or Non Straight (TLBGQNS). This course will build on basic IP skills and knowledge of, primarily, individual therapy. Issues which are of greater concern, or for which services and in some cases, knowledge are lacking for these groups will be reviewed. For example, these issues will include: the development of sexual identity, coming out, social stigma, substance abuse, HIV and AIDS, the interaction of discrimination due to gender and/or ethnicity with the discrimination due to sexual orientation, violence within relationships and violence against these groups, discrimination on the basis of orientation, suicide, family development and parenting, passing and community interaction, and policy. This course will closely focus on skills needed for working with these specific issues.

Course Content:

The content of this course will include basic statistics and current knowledge about how each of the issues above, as well as others, are of special concern to TLBGQNS clients. Issues of the processes of treatment will be reviewed in light of the information covered. For example, an assessment will be different when personal pronouns are changed in questions and the information presented in this course is used. Knowledge of the coming out process will lead a clinician assessing a suicidal adolescent to understand that the issue of sexual identity must be discussed as a possible exacerbating factor. The processes of advertising, altering accessibility, and working within religious and other communities with TLBGQNS clients will be discussed. In addition, students will learn that even treatment evaluation will be altered due to special concerns about outing a client within a given agency.

Ethical considerations of practice with TLBGQNS clients will also be thoroughly reviewed throughout the course (e.g., caution about outing clients in a group supervision session or seeing clients in a different context in a small community). Students will also have many opportunities to review their own biases and prejudices about sexual

orientation in assignments and discussions. The intersectionality of the diversity dimensions (such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) will be explored in regards to LBGQNS clients.

Course Objectives:

Upon completion of the course, students will be able to:

1. Comprehend and critically analyze theories regarding the development of sexual identity.
2. Articulate the basic areas of concern covered in the course and the points of special relevancy for TLBGQNS clients (e.g., suicide, substance abuse).
3. Demonstrate sound and sensitive therapy skills for some of the issues in this course.
4. Articulate social work ethical values regarding practice with TLBGQNS clients.
5. Describe the impact of characteristics, such as economic class, culture, ethnicity, gender, disability status, religion, and age on TLBGQNS clients.
6. Write about and summarily describe the latest research and detailed therapy methods for some of the issues described in this course.
7. Address questions, concerns, and biases regarding sexual orientation's intersection with the issues in this course when working with clients (e.g., being able to discriminate between issues that are related to sexual orientation and those that are not).

Course Design:

This course will be taught using lecture, discussion, and WWW technology, which allows knowledgeable academics, experts, and other guests from Texas, Wisconsin, Seattle, NY, and other parts of the country to contribute to the class via on-line conferencing. Students have participated in this course from as far as Reno, Nevada using Real Audio, PowerPoint slides, faxes, email, U.S. mail, telephone conferencing, and asynchronous on line chats. Guest speakers will also be utilized frequently to enrich and broaden the learning environment and experience.

Case examples will be offered in many sessions to help illustrate issues. Choices for treatment plans will be discussed, and therapy will be practiced in the class using role-plays.

Relationship of the Course to Four Curricular Themes:

- **Multiculturalism and Diversity:** In role plays, students will learn about and be able to discuss and exemplify sensitivity to the impact that gender, race, ethnicity, age, socioeconomic status, education, geography (rural vs. urban), and other variables may have on LGBTNS clients, as well as how these characteristics intersect with the primary issues discussed in this course.

- **Social Justice and Social Change:** Social workers must be able to empower clients, interpret actions, and be aware of intersections of therapy issues and actions towards social justice. In working with LGBTNS clients, students will learn that they may be working toward social change and improvement of social justice in an agency or community. The impact of such work will be discussed in class. Students will also learn about the fight for social justice that this client population has made and is making.
- **Promotion, Prevention, Treatment, and Rehabilitation:** Students will learn skills for health and mental health promotion, prevention, treatment, and rehabilitation of problems, particularly in dealing with the issues of substance abuse, HIV/AIDS, domestic violence, sexual identity development, and discrimination.
- **Behavioral and Social Science Research:** The readings for this course will be extensive, and evaluation of the current state of science will be an integral part of understanding the research and methodology constraints and limits for LGBTNS issues and treatment concerns. Students will learn about and analyze the strength of science in the areas this course covers. In addition, evaluation of treatment will be reviewed and special issues of evaluating therapy with LGBTNS clients will be emphasized.
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Relationship of the Course to Social Work Ethics and Values:

This course is an example of the value social work places on diversity and work with oppressed populations. NASW ethics will be reviewed in relationship to working with LGBTNS clients and evaluation of practice. These ethics will be analyzed for potential weaknesses and misuse, as well as for use as guides to practice. The struggle of LGBTNS clients to be recognized as a client population and the struggles of practitioners and researchers working with these issues will also be discussed.

Note from the Instructor

I have been working with LGBTQ concerns and the community for 29 years, dating back to when my title was the “Lesbian Advocate”, Co-director of the “Human Sexuality Office” (at U of M student services) with my professional partner, at the time, Jim Toy, who was the director of the “Gay Male Advocate’s Office”. Now these offices are combined and entitled the Spectrum Center. At its inception, this office was noted as the first of its kind in the country on a college campus. We were, and still are, proud of its existence! Since then, I have been working with TBLG people primarily in private practice in Ann Arbor and through community organization and activism.

Despite my experience with LGBT concerns, I believe there is no such person as an “expert” in these issues, as the concerns organically arise from the needs of the LGBT community, individuals’ experiences, and current socio-political conditions and policies, and thus, the concerns are forever in flux. However, I have attempted to create and instruct a course that challenges students with the most current information, TBLGQ experiences, literature, and practice protocols. In sifting through the many issues that

affect the LGBT community, I have found it very difficult to include all of those that strike me as priorities. Even though my tendency is to try to squeeze too much into any one class period or syllabus, I am sure there are issues that will be left out or merely touched on that you feel deserve more attention. Some that immediately come to mind are spirituality among LGBT clients, LGBT clients with compounding disabilities, legal issues, more on romantic relationships and couple's therapy, the intersex experience, LGBT sexual abuse survivors, etc. In your experiential projects, recommended readings, and community presentations, you might choose to focus on some area of interest that the course does not as thoroughly address.

Also, I will be counting on you to provide me with honest and thorough feedback through your written and verbal reactions to the classes. In this way you have the opportunity to help me to continue to create and improve the course for future semesters. My goal is for this course to be a dynamic learning experience for students that focuses directly on the most current knowledge in affirmative treatment with LGBT clients, and on clinical practice experience. And, let's not forget – FUN!

What You can Expect from Me

Most classes will be structured to include a lecture or presentation period and a discussion or practice experience. I will utilize many guests in varying formats to help teach numerous classes since the local LGBT community provides us with a wealth of human resources.

Expect me to share of my own personal and clinical experiences to enhance your learning. I intend to speak candidly about the effects of working with TBLG people on them and on me as the therapist. Feel free to ask questions.

My intention is to help students think critically about LGBT practice with individuals through challenging questions, assignments, readings, class experiences, exercises and discussion, and to facilitate a safe environment that will encourage personal growth and sharing amongst students. Of course, the ultimate tone of safety and cohesion that emerges in the class has to do with the efforts of all individuals. I realize that my power to create this atmosphere is somewhat limited, and lies within all of us.

I have heard many students request a more practical clinical focus in interpersonal practice courses. Although it is difficult to build in clinical exercise and students often feel vulnerable to practice in front of their peers, my goal is to include adequate in-class practice experiences to help students foster the clinical skills necessary to feel beginning competence in therapy with LGBT clients. These might include traditional role-plays, open-chair role-plays, fishbowl exercises and practice role-plays with actual LGBT community members. Please try to participate in at least one practice experience though out the course. My feedback in practice experiences will focus both on your strengths and your weaknesses. You can expect honest, direct and constructive feedback. In critiquing your work, I will not be expecting you to know everything, although some basic knowledge is obviously imperative. Rather, I will be looking for the depth of your

critical thinking, your self-awareness, and your grasp of the issues affecting LGBT clients as they are addressed in the course material. In your practice experiences, I will be looking for your attunement to the client, your use of self, your ability to co-create culture, and to integrate what you do and don't know about LGBT issues into your interactions with the people you work with.

I intend to be accessible, available and responsive to student's questions and concerns. I am more likely to get back to you in a timely way if you call me rather than email me. I don't get to my email as frequently as I would like to because I am in the field most of the time. I never sit at a desk. I do check my business phone daily during the week and will get back to you as soon as possible if you leave me a message. My office hours are by appointment.

What I Expect from You

Class attendance and participation:

You are expected to attend all classes, complete assigned reading for each week, participate in class activities and discussions, and complete all assignments on time. Please be on time, alert and ready to participate, and to stay through the entire period. There will be a short break at some point in each class. Attendance will be taken at the beginning of each class. You are permitted to miss one class with an excuse for illness or an event. After this absence, points will be removed for missing class (3 for the first miss after the freebie and 5 for the second miss, etc). Attendance is so important because the course is highly experiential and you can't learn from it unless you are there.

Read the required texts and articles for each class and integrate the readings into the class discussions and assignments. Be especially cognizant of completing readings before classes where we will have guest presenters so that you can come into class with some basic knowledge and formulate thoughtful questions and comments. There are a lot of readings all posted on c-tools because I want you to have access to everything I think is good and interesting. I have put an * next to priority readings because you won't be able to read everything. The texts are important.

I believe that effective social workers must be self-aware and open to exploring their own issues regarding any given clinical concern or population. Be prepared to explore your own experiences and assumptions regarding the LGBT community, homophobia, heterosexism, and your own gender identity and sexual orientation issues. There will be a variety of ways students can do this through critical thinking, assignments, reaction sheets, and class discussions. You should not feel mandated to share personal information that will make you feel uncomfortable, but my hope is to create an environment where most, and hopefully, all of you will feel safe enough to take some risks, and to be open about who you are and/or what questions you might have about your own identity and how it intersects with the course content.

I expect you to be an honest, sensitive, and mature class member. Please share your opinions and feedback with others in discussions and exercises, and make sure they are stated in a respectful and constructive manner. Also, be prepared to hear varying opinions and feedback non-defensively, and to use them constructively. I would like you also to practice tolerance, not expecting yourself or your classmates to be polished in all discussions about issues that can be challenging or confusing. We will review and use the ground rules developed for Multicultural Orientation – 2004, but mostly we want to remember that we are learners. It is better to make mistakes in the classroom rather than in the field (although that will happen too. . .), so let’s allow for some bumbling around in our attempts to get it right. It is also important to listen to each other fully with your whole self, so please don’t open a computer or look at a cell phone during class. If you have any special concern about this, please see me.

Written Assignments:

All writing assignments are expected to be typed, double-spaced, using 12-point font, with 1” margins on each side, unless you are asked to write something in class. Your written work will be graded on a clear grasp and integration of the course content, completeness, thoroughness, originality and creativity, critical thinking, organization and clarity, format, writing style, grammar and appropriate referencing of sources. It is your responsibility to avoid plagiarism, which can result in severe penalties according to the School of Social Work policies. Please deliver a hard copy of your written work to me at the beginning of class by the due date. Do not expect to send it to me over email, etc. Late work will result in an automatic reduction in points.

I expect that you will get out of the course what you put into it. You are ultimately responsible for the depth, challenge and enjoyment of your learning. You are welcome to approach me about additional or alternate readings or assignments that meet your specific interests.

Grading Procedure and Scale:

Points from each assignment will be added: the conversion of the total point to final grade is as follows:

A = 100% - 95%	B+ = 89% - 86%	C+ = 79% -76%
A- = 94% - 90%	B = 85% - 83%	C = 75% -73%
	B- = 82% - 80%	C- = 72% - 70%

Accommodations for Students with Disabilities

If you need an accommodation for a disability, contact me as soon as possible. It is possible that aspects of the course can be modified to facilitate your learning process. There are resources available to help us to meet your needs including Students with Disabilities, the Adaptive Technology Computing Site, etc. If you disclose a disability to me I will treat that information as private and confidential.

Student Assignments:

See the class agenda for due dates.

10% Student participation:

This part of your grade will be evaluated by the instructor. Participate in class discussions, exercises and role-plays. Come prepared to integrate your knowledge from the readings and ask thoughtful and sensitive questions of guest presenters. I would like every student to participate and receive feedback from the instructor and the class on at least one therapist/client role-play, but this is not always possible. However, there are many ways to participate in class. Please don't open computers or cell phones.

20% Self-awareness paper on gender identity, sexual orientation, homo- and trans-phobia and the complexities of race, class, culture, ethnicity, etc:

This paper should be approximately 8 double-spaced pages (12 pt. font) and should discuss your personal experiences, history, reflections and questions regarding your own gender-identity, sexual orientation, internalized phobias and your personal experiences with heterosexism, homophobia and the compounding complexities of race, class, culture, ethnicity, religion, ability/disability, etc. Include a description of your intersecting identities, including all of the above.

Identify and describe thoroughly but briefly, at least one of the identity theories we have studied in class, or one you have found yourself and site reading that provides evidence for this theory. Then apply the theory or theories to your own identity development.

Integrate at least three readings from the course into your reflection and include a reference page.

Questions that will help your thinking for the paper include:

How do you identify in regard to your sexual orientation, and how do you know you are what or who, you are?

What internal and external factors have shaped your sexual orientation and/or identity?

What was your first awareness of LGBT issues or people?

How has your gender, culture, ethnicity, class, race, religion, ability./disability, environment, etc. helped to shape your identity and affected your biases?

In what ways are you sexist, transphobic, homophobic and heterosexist?

What are your assumptions about gender and where do they come from?

You have the option to be anonymous for this paper. If you do not want to include your name, use your mailbox or student ID to identify yourself. **Due on 10/10.**

40% Community Exploration and/or Policy Project:

I am struck by the wealth of resources that exist in our local community for the support and advocacy of LGBT clients. Community involvement that normalizes the LGBT experience and counter-acts social isolation is a primary intervention in the therapeutic treatment, mental health and well being of LGBT clients. My goal in this project is to get you involved in exploring this thriving network of resources. You will choose one organization or policy project to focus on through an experiential piece, a write-up of your experience with an integration of the readings, and a brief class presentation at the end of the semester, during finals week.

1) The choice of a project: (5 points) On c-tools there is an extensive list of groups, organizations, events and activities that currently exist in the local community for the support and advocacy of the LGBT Community. I suggest you also visit the Jim Toy Community Center - jimtoycenter.org (this used to be called WRAP) to get an updated list of activities. I'm asking you to focus on a group, organization, and/or a policy issue that is unfamiliar to you and challenging to your knowledge and biases. For example, if you are an out lesbian or gay man, don't pursue the study of a coming-out group at the LGBT office. Move onto something you might be less familiar with, for example, Papa Dads, the Polyamory Support Group, the Intersex Society of North America or explore the work that is being done to advocate for second parent adoption or marriage rights in Michigan. Do not use something you are already involved in for this project. I do want you to pick an experience of interest and have some fun with this. A brief, one page description of your choice of organization or activity, why you chose it, and your progress in actually setting up your experiential contact is the first part **due on 9/19**.

2) The experiential component: (20 points including the paper.) This piece includes visiting, participating in, and/or interviewing members of your choice of group, organization, advocacy program or policy-maker. It must involve face-to-face human contact. **Phone or on-line interviews will not be accepted in most cases.** Some groups may be open to you visiting as a student, and be excited about your interest. Others may be confidential and closed to protect participants' anonymity and confidentiality. Make an initial contact to your group, organization, activity, or policy-maker, by calling the contact number. Persist until you talk to a sponsor, or spokesperson for the group, organization or event. Keep in mind the social work ethic of "do no harm" as you pursue your experience. Use your most developed interpersonal skills to introduce yourself, explain the project and why you want to make contact. Ask if you can visit a meeting or activity of your organization or if you can interview the advocate or policy-maker. If this is too intrusive, ask if there are members that would be willing to be interviewed. For groups that are closed, the spokesperson for the group may be the only person who is willing to discuss it. If there are very tight boundaries, and you cannot make a contact, respect the organization's need for privacy and move onto another choice. You should start this contact early on. Don't wait, because you don't know whether it will go smoothly or be difficult. You might even have to make a second or third selection. Remember as you pursue this experiential piece that this is how our LGBT clients feel when they are pursuing support in unfamiliar territory. Keep notes on your experience as you go so that you can reflect on this in your paper, including how culturally accessible

your program is to clients based on poverty, ethnicity, race, ability/disability, age, religion, environment, etc. As an advocacy activity for the disabled community, ask specifically about wheel-chair accessibility within facilities, and ask to be shown accessible entrances, bathrooms, etc.

3) The paper: (20 points for experience and write-up). Write-up your experience from the above assignment in a five-page paper (double-spaced, 12 pt. font). Include a discussion of the specific issues addressed by your choice of group, organization, event/activity, advocate or policy. Include citations from at least 3 readings from the course, or additional research in the paper. Reflect on the uses of this organization or policy change for LGBT clients, and how your experience with it has (or has not) grown or stretched you to become a better social worker with LGBT clients. Include a discussion of cross-cultural accessibility based on intersections of poverty, race, ethnicity, age, gender, gender identity, ability/disability, religion, environment, etc. **Due 11/14.**

4) Class presentation: (15 points) Prepare a brief, five-minute class presentation on your choice of group, organization, activity or policy that aims to inform the class of the uses of this resource or policy for LGBT clients. Comment, as well, on how this project has (or has not) enhanced your capacities in work with LGBT clients. **Produce a one-page synopsis of your organization or project using bullet points** and bring enough copies to pass out to the class at the beginning of your presentation. **Due last day of class, 12/5.**

10% The Comfort Zone Stretching Exercise:

Do something that is an authentic expression of your identity that takes you outside of your own comfort zone. Perhaps you will pursue an ally action that stretches you. Perhaps you will express an aspect of your identity that you have been suppressing. Perhaps you will visit an aspect of the LGBTQ community that you haven't in the past, like an LGBTQ hang-out, etc. Perhaps you will wear LGBTQ Rainbow and/or ally paraphernalia if this is a genuine expression of your identity. Everyone, TLGBQ people and straight people, are allies to someone. Pursue an activity that is new to you based on the many diverse intersectionalities we have discussed in class.

During this exercise, each student should think about his/her personal safety and be careful. Hate crimes and discriminatory practices are common against TBLGQ people, as we know. If what you want to do is unsafe, please write your thoughts on why you made the choice not to act on the exercise. Include your emotions, thoughts and considerations. Please write a description of your experience in a paper, approximately 3 pages (double-spaced, 12pt. font).

- 1) What you did or did not do
- 2) For how long you did this
- 3) How did it feel?
- 4) What did you learn?

Due on 10/24

20% Case Scenario Assignments:

You will be given a list of case scenarios to choose from and they are posted on c-tools, so you can get started whenever you like. They will mainly be clinical, but there may be a few that reflect community organization, administration or policy issues affecting the LGBT community. Please choose two scenarios to focus on and write a four- page, double-spaced paper discussing how you would handle each scenario from an affirmative practice with LGBT people social work perspective, and why (no more than 2 pages per scenario). You also have the option to make up a scenario to respond to especially if there is a type of case that you are interested in that we have not been able to cover in class, for example a case involving an TGLB sex worker, homeless person or person from a specific cultural background. Please include specific affirmative practice principals from our running list that we have generated in class. Reference at least two readings from the course in your discussion of each scenario, four references in all and include a reference list. **Due on 11/22.**

Assigned Reading:

There are two textbooks for the course and a coursepac that appears on c-tools in sections by week. Both books can be purchased at Common Language Book Store in Braun Court, across from Kerry town on Forth (close to the corner of forth and Miller). This is a queer-owned bookstore that services the LGBT community and friends. Take a few minutes to look around. It's an excellent resource for you as therapists and for your clients. Also stop and have dinner at the Aut Bar and check out the Jim Toy Community Center office while you're at it. This part of town is out Ann Arbor "queer central".

Becoming a Visible Man, by Jamison Green. Vanderbilt University Press, Nashville, 2004. A revealing and personal account of Mr. Green's transition from female to male and his experiences with the numerous social systems of his life including his individual, family, social, community and institutional experiences. All around excellent read for social workers and anyone seeking to understand transgender.

Sexual Orientation and Gender Expression in Social Work, edited by, Deanea F. Morrow and Lori Messinger, Columbia University Press, New York, 2006. This is a current and comprehensive text to social work with LGBTQ people.

The **course pack** will be supplied online through c-tools. You can get started on reading. In the first few weeks there is a lot because you need a foundation. I have put a lot in your course pack because I want you to have everything. I want you to read as much as you can. There are a number of professional journal articles, creating the evidence-base for the interventions you will learn, and some of the readings are anecdotal. You won't find them in professional journals, but they are valuable reads.

The week on adolescents offers almost a course pack in itself. I wanted you to have everything for future reference even if you can't read it all now.

More Great Optional Books to Read and Have in Your Library

Conservative Christianity and Sexual Orientation in Social Work: Privilege, Oppression and the Pursuit of Human Rights, edited by Adrienne Dressel and Rebecca Bolen, CSWE Press, 2014.

Evolution's Rainbow: Diversity, Gender, and Sexuality in Nature and People, by Joan Roughgarden, University of California Press, 2004. An amazing account of gender diversity in humanity and nature that makes a strong case for the sex and gender spectrum vs. binary constructions. The author is a biologist and Trans woman scientist. An excellent read.

Gays, Lesbians and Their Therapists, edited by Charles Silverstein. W.W. Norton and Company, New York, 1991. An excellent and optional read: This book is older and really good. It really delves into the experiences of therapists, transference and counter-transference in working with LGBT people. It is not required, but highly recommended. A few of the chapters are a part of the course pack, but the whole book is great.

Gender Born, Gender Made: Raising Healthy Gender-Nonconforming Children, by Diane Ehrensalt, PhD.

GLBTQ: The Survival Guide for Queer and Questioning Teens, by Kelly Huegel, Free Spirit Publishing, Inc., Minneapolis MN, 2003. Excellent for work with queer and questioning teens.

She's Not There: A Life in Two Genders, by Jennifer Finney Boylan, Broadway Doubleday. A revealing and personal book about the gender transition of a Trans woman.

Transgender Care: Recommended Guidelines, Practical Information and Personal Accounts, by Gianna E. Israel and Donald E Tarver II, MD., Temple University Press, Philadelphia, 1997

Transgender Emergence: Therapeutic Guidelines for Working with Gender-Variant People and Their Families, by Arlene Istar Lev, LCSW, CASAC, Hawthorn Clinical Practice Press, 2004. A must read for professionals who will be working with physical or mental health of transgender people.

The Transgender Child: A Handbook for Families and Professionals, by Stephanie Brill and Rachel Pepper, Cleis Press Inc., San Francisco, CA. 2008. Excellent for anyone caring for or working with transgender children.

When the Opposite Sex Isn't: Sexual Orientation in Male-to Female Transgender People, by Sandra L. Samons, Routledge, Taylor and Francis Group, New York, 2009. Authored by a local therapist who has worked primarily with Trans women.

The Course Syllabus:

The following is a description of the class themes and expected readings for each week. This is subject to adaptation depending upon the availability of guest presenters, etc.

Week 1: 9/5 Introduction and Expectations for the Course

Introductions

Languaging, cultural sexism, homophobia, heterosexism and privilege

Week 2: 9/12 Identity Development and Self-awareness

Theories of LGBT Identity Development and Ally Identity

Discussion of Identity Assignment

Practice Experience

Readings:

Morrow and Messinger: Part 2, pgs. 81-129

Course Pack: Posted on c-tools, week 3, "Identity"

Diamond, L.,(2007?) "**Was it A Phase? "Young Women's Relinquishment of Lesbian/Bisexual Identities Over a 5-Year Period"**", *Journal of Personality and Social Psychology*, Vol. 84, No. 2.

Diamond, L, and Butterworth, M, (2008) "**Questioning Gender and Sexual Identity: Dynamic Links Over Time**", *Sex Roles*, 59:365-376

Tatum, "**The Development of White Identity**", *Why Are All the Black Kids Sitting Together in the Cafeteria?* Basic Books, 1997.

Optional Reads:

Douris, "**Dyke Deferred? The Trouble with Hasbians and the Phenomena of Banishment**", *Bitch Magazine*, no.18, 2004.

Konik and Stewart, "**Sexual Identity Development in the Context of Compulsory Heterosexuality**", *Journal of Personality*, 72, 817-819.

University of Michigan LGBT Affairs, Spectrum Office Information on Definitions and Non-discrimination policy.

Petillo, "**By Nature: Transgender is a State of Being**", *In the Family*, Spring 2004.

"**Straight Identity Choices,**" Beyond the Closet, from Straight Encounters" (no other info available)

Week 3: 9/19, Who's Who? and What's What? Definition of Terms and Understanding Variance

(Due date!! Choice of Project Paper)

Guest speaker

Practice Experience

Readings:

Green, Chapter 1, 2, 3

Morrow and Messinger: Part 1, pgs. 1-77

Course pack: Posted on c-tools week 2, “Who’s Who and What’s What?”:
“Are My Attitudes Heterosexist?” The Heterosexism Enquirer, 2003
Markowitz, **“The Training Game: Unlearning Queerphobia”**, *In the Family*,
Winter 2005.Press, Cambridge, MA, pp 67-107, 1199
Freeberg, Sharon: **“Re-examining Empathy: A Relational-Feminist Point of
View”**, *Social Work*, 52(3), pgs: 251-259, 2007.
Yan, M.C. & Wong, Y.R. (2005). **“Rethinking Self Awareness in Cultural
Competence: Toward a Dialogic Self in Cross Cultural Social Work”**.
Families in Society, 86(2), 181-188.

Optional Reads:

Bohan, J.S., Chapter 2, **“Heterosexuality, Gender, and
Heterosexism/Homophobia”**,1996.
Kort, **“Uncommon Wisdom”**, *In the Family*, Winter, 2004.
McIntosh, **“White Privilege: Unpacking the Invisible Knapsack”**, *Peace and
Freedom*, July/August, 1989 (an oldie but goodie)
Mallon, **“Watch Your Back: Advice on Radical Practice”**, *In the Family*,
Summer, 2000.
Jones, **“Outed”**, *In the Family*, July 1999.
Markowitz, **“Dangerous Practice: Inside the Conversion” Therapy
Controversy**, *In the Family*, January, 1999.
**Controversies and critiques of the Spitzer and Yarnhouse studies on
changing sexual orientation.**

Week 4: 9/26 The Gender Spectrum and Perspectives on Transgender

Possible guests and practice experience

Readings:

Green, Chapters 4, 5 and

Course pack: Posted on c-tools, week 5, “Gender Spectrum”:

**The Standards of Care for the Health of Transexual, Transgender and
Gender Nonconforming People, 7th version**, from www.wpath.org. (Read these
this for readiness and eligibility standards for hormones and surgeries. See the
children and adolescent section)
Lev, Arlene, Chapter 8, **“Family Emergence”**, **Therapeutic Guidelines for
Working with Gender Variant People and Their Families**, Transgender
Emergence, Hawthorn Press, NY, 2004 (posted separately in c-tools)
Lev, **Intersexuality in the Family: An Unacknowledged Trauma**, *Journal of
Gay & Lesbian Psychotherapy*, Vol. 10(2) 2006

Optional reads:

**A number of these readings are grouped under week 4 which includes the
sixth version of the Standards of Care. You can ignore this version or read it**

to compare the changes that appear in the seventh version which just came out in 2012.

Chase, Lisa M., **Wive's Tales: The Experience of Trans Partners**, Journal of Gay & Lesbian Social Services, 23:429–451, 2011

Conway, **“How Frequently Does Transsexualism Occur?”**

<http://www.lynnconway.com>, 2002.

Deutsch, MD, **Hormone Treated Transsexuals Report Less Social Distress, Anxiety and Depression**, Trans Health Journal Club (reviews current publications in evidence-based Transgendered Medical Care)

GIRES: Gender Identity Research and Education Society: **The Number of Gender Variant People in the UK**, 2011

Lev, **“Invisible Gender”**, *In the Family*, Oct. 1998.

Lev, **The Ten Tasks of the Mental Health Provider: Recommendations for Revision of the World Professional Association for Transgender Health's Standards of Care**, International Journal of Transgenderism, 11:74–99, 2009. (Guidelines for writing gender transition support letters and therapy here)

Intersex: **Androgyn Insensitivity Syndrome**, D.A.M. Medical Encyclopedia

Week 5: 10/3 Coming Out with Focus on Race and Ethnicity

Guests invited for practice experience

Comfort Zone Exercise: Introduction

Readings:

Green, Chapter 7

Morrow and Messinger, Part 3, Chapters 7 and 8, pgs. 153-177

Course pack: Posted on c-tool, week 4, “Coming Out: Focus on People of Color”

Farajaje-Jones, **“Queer: We're All a Big Mix of Possibilities of Desire Waiting to Happen”**, *In the Family*, Summer, 2000.

Lev, **“Parenting in the Gray Area”**, *In the Family*, Summer, 2004.

Wilkinson and Gomez, **“Assessing the Needs of Female to Male Transgender People of Color and Their Partners**, *FTM International*, 2004

Robert, **“African American Gay Males with HIV/AIDS: Building Upon Cultural Capacities to Survive”**, HIV Disease: Lesbians, Gays and the Social Services, Hawthorn Press, 1995. (older but good)

Washington, **“Who Gets to Drink from the Fountain of Freedom? Homophobia in Communities of Color”**, Realities of Hate Crimes, Hawthorn Press, 2001

Optional Reads:

Hughes, **“Walking the Walk”**, Black GLBT Americans Make Gains, *Equality*, Winter, 2003.

Week 6: 10/10 LGBTQ Youth and Adolescents

(Due Date!!! Self-awareness and Identity Paper Due Date!!!)

Adolescent in Social Systems (individuals, families, institutions, i.e. schools and the child welfare system)

Possible guest presenters

Practice experience

Readings:

Morrow and Messinger, Part 3, chapter 8, pgs. 177-196

Course pack: Posted on c-tools, week 6, “TLBG Youth”

“Our Trans Children”, A Publication of the Transgender Special Outreach Network of Parents, Families and Friends of Lesbian and Gays (PFLAG)

“Be Yourself: Questions and Answers for Gay, Lesbian, Bisexual and Transgender Youth”, PFLAG.

Bending the Mold: An Action Kit for Transgender Youth, NYAC (National Youth Advocacy Coalition and Lambda Legal.

Facts: Gay and Lesbian Youth in Schools, Lambda Legal

GLSEN: **“A Guide to Effective Statewide Laws and Policies: Preventing Discrimination Against LGBT Students in K-12 Schools”**, Lambda Legal Defense and Education

Curtin, M. (2002). **Lesbian and Bisexual Girls in the Juvenile Justice System**. *Child and Adolescent Social Work Journal* 19(4): 285-301.

Daley, A, and Solomon, S. et.al. (2007) **Transversing the Margins:**

Intersectionalities in the Bullying of Gay, Lesbian, Bisexual and Transgender Youth, Hawthorn Press.

Grossman, A, and D’Augelli, A. (2007) **Transgender Youth and Life-**

Threatening Behaviors, *Suicide and Life-Threatening Behaviors*, 32(5), Oct.

Kulkin, Chauvin, Percle, **“Suicide Among Gay and Lesbian Adolescents and Young Adults: A Review of the Literature”**, *Journal of Homosexuality*, Vol. 40(1), 2000.

Lev, Arlene, Chapter 9, **“Transgendered Children and Youth”**, *Transgender Emergence*, Hawthorn Press, NY, 2004

Peters, A, **“Isolation or Inclusion: Creating Safe Spaces for Lesbian and Gay Youth”**, *Families and Society*, Jul-Sept 2003, 84,3, pg 33.

Savin-Williams, Diamond, **“Sexual Trajectories Among Sexual-Minority Youths: Gender Comparisons”**, *Archives of Sexual Behavior*, Vol. 29, No 6.

Youth in the Margins: A Report on the Unmet Needs of Lesbian, Gay, Bisexual and Transgender Adolescents in Foster Care. Lambda Legal Defense and Education Fund(2001).(http://www.lambdalegal.org/cgi-bin/iowa/news/publications.html?record+899) (browse this; it’s long.)

Optional Reads

Haynes, Richard, **Towards Healthier Transgender Youth**, reprinted with permission, Aug. 14th, 2004 <http://www.amboyz.org/articles/youthhealth.html>

Owens, Robert E. **“Who are Queer Kids”**, *Queer Kids*, Harrington Park Press, NY, pp. 1-13, 1998

Wood, H., Sasaki, S., Bradley, S. J., Singh, D., Fantus, S., Owen-Anderson, A., Di Giacoma, A., Bain, J., & Zucker, K. J. (in press). **Patterns of referral to a**

Gender Identity Service for Children and Adolescents (1976-2011): Age, sex ratio, and sexual orientation, *Journal of Sex & Marital Therapy*.

Week 7: 10/17 LGBT and Ally Therapists: Reactions to the Work and Ethical Issues

The therapist's use of self

Possible Guest Panel and Practice Experience

Readings:

Course pack: **Posted on c-tools, week 7 "LGBT and Ally Therapists":**

Lord, "Snakes in the Garden: Dilemmas in County Living and Mental Health Practice for Lesbian and Gay Therapists", *Journal of Gay and Lesbian Social Services*, Hawthorn Press, Vol 2(2), 1995. (older but good)

Silverstein. W.W. **Gays, Lesbians and Their Therapists**, edited by Charles Norton and Company, New York, 1991. Chapter 5, "When Sexual and Romantic Feelings Permeate the Therapeutic Relationship", by Elise, D., and Chapter 14, "Scared Straight: Homosexual Threat in Heterosexual Therapists", by Mosher, D.,

Shernoff, "My Client, Myself", *In the Family*, Oct. 1999.

"Therapy with Bisexuals: An Interview with Ron Fox", *In the Family*, Autumn 2000.

Week 8: 10/24 LGBT Health Issues: Focus on HIV, and Trans Health and Lesbian Health.

(Comfort Zone Paper Due Date!!) (Happy Halloween!! and Aut Bar Costume Contest is always fun! Date to be announced

Guest Presenters

Sexual History Practice Experience

Readings:

Marrow and Messinger, Part 4, chapters 14 and 15, pgs. 307-343

Course pack: **Posted on c-tools, week 8, "LGBT Health Issues and HIV/AIDS**

Dean, et. al, "Lesbian, Gay, Bisexual and Transgender Health: Findings and Concerns", *Journal of the Gay and Lesbian Medical Association*, Vol 4, No 3, 2000. (read summaries)

"An Overview of U.S. Trans Health Priorities", *National Coalition for LGBT Health*, Washington DC, Aug 2004 Updated

Dobinson, C. et.al. (2005) **Improving the Access and Quality of Public Health Services for Bisexuals**, *Journal of Bisexuality*, Vol. 5(1) 2005

Lynn Rew, et.al,(2005) **Sexual Health Risks and Protective Resources in Gay, Lesbian, Bisexual, and Heterosexual Homeless Youth** *JSPN*, vol.10, no. 1, Jan-March.

Shernoff, Michael, "Condomless Sex: Gay Men Barebacking, and Harm Reduction"

Optional Reads:

These Articles are grouped together under HIV and Lesbian Health. They are older readings but good.

Kuszelewicz and Lloyd, Chapter7: **Lesbians and Gays of Color and HIV/AIDS: A Literature Review 1988-1993**, Hawthorn Press, Inc, 1995.

Morales, “Chapter 6: **Gay Latinos and AIDS: A Framework for HIV/AIDS Prevention Curriculum**”, HIV Disease: Lesbians, Gays and The Social Services, Hawthorn Press, Inc. 1995.

Odets, “**The Ignored Issue of HIV Disclosure**”, *Journal of Gay and Lesbian Medical Association*, Vol. 3, No. 2, 1999.

Lesbian Health: US Department of Human Services, womenshealth.gov. (important facts and questions)

Week 9: 10/31 TBLG People: Poverty and Disability

Readings:

Morrow and Messinger, chapters 16-19, pgs. 364-427

Coursepac: **Posted on C-tools, week 9, Disability and Poverty in the LGBT Community**

Clare, Eli (1999), **Freaks and Queers**, in Exile and Pride: Disability, Queerness and Liberation, South End Press, Cambridge, MA. pp. 67-103.

Gipson, M. (2006) **Race, Poverty and LGBT Youth**, in Race and Poverty, editor, Hartman, C., Lexington Books.

Week 10: 11/7 LGBT Families

Child and Parent Guest Presenters

Interactive Class Experience

Readings:

Marrow and Messinger, chapters 9-12, pgs.196-284

Course pack: **Posted on c-tools, week 10, “LGBT Families”:**

Allen, K, (2007) **Ambiguous Loss After Lesbian Couples With Children Break Up: A Case for Same-sex Divorce**, *Family Relations*; Apr 2007; 56, 2; pg. 175

Stacey and Biblarz, “**Does Sexual Orientation of Parents Matter?**” *American Sociological Review*, Vol. 66 (April:159-183), 2001

White, Tonya and Ettner Randy, Disclosure, **Risks and Protective Factors for Children Whose Parents Are Undergoing a Gender Transition**, *Transgender Subjectivities: A Clinician’s Guide*, Hawthorn Press Inc., 2004

Optional Reads:

Andersen, et. al, “**Outcomes for Children with Lesbian or Gay Parents. A Review of Studies from 1978 to 2000**”, The Scandinavian Psychological Associations, Blackwell Publishers, 2002.

Drexler, “**Do Boys Need Daddies? The Moral Development of Sons of Lesbians**”, *In the Family*, Autumn, 2000.

Gartell and Bos, **US National Longitudinal Lesbian Family Study: Psychological Adjustment of 17-Year-Old Adolescents**, *Pediatrics*, vol 126, no. 1, July, 2010.
Golombok, et. al, “**Children with Lesbian Parents: A Community Study**”, Lev, **Gay Dads Choosing Surrogacy**, *Lesbian & Gay Psychology Review*, Vol 7, No 1 73
Maberry, “**Fear No One: LGBT Families Confront the Realty of Bullying**”, *In the Family*, Summer 2004.

Week 11: 11/14 LGBT Issues Through the Lifecycle

(Community Project Paper Due Date! Case Scenarios passed out!)

Guest invited for Practice Experience

Class Presentations

Readings:

Morrow and Messinger, Chapter 13 pgs. 284-307, and 20, pgs 460-470

Course pack: Posted on c-tools, week 11 “LGBT Issues Through the Lifecycle”:

Colucci-Coritt, “**Ex-Husbands, Lovers and Children: Coming Out of Marriage**”, *In the Family*, Oct. 1998.

Zak, “**Invisible Men: Gay at Midlife**”, *In the Family*, Oct. 1998.

Pomfret, “Coming Out at 30: Liberation, Rage and Redemption”, *In the Family*, Winter, 2000.

Altman, “**Shining Light: On the Golden Years**”, *In the Family*, Winter, 2004.

Donovan, “**Being Transgender and Older: A First Person Account**”, Midlife and Aging in Gay America, The Hawthorn Press, 2001.

Morrow, “**Older Gays and Lesbians: Surviving a Generation of Hate and Violence**”, From Hate Crimes to Human Rights: A Tribute to Matthew Shepard, Hawthorn Press, 2001.

Week 12: 11/21 Substance Abuse, Suicide and Violence in the LGBT

Community

(Case Scenario Paper Due Date!!)

Practice Experience

Class Presentations

Readings:

Course pack: Posted on c-tool, week 12, “Suicide, Substance Abuse and Domestic Violence”:

***Power and Control Wheel for Lesbian and Gay Relationships, Battering in Lesbian and Gay Relationships** – a brochure by the Lesbian Task Force of the Texas Council on Family Violence.

Letellier, “**Twin Epidemics: Domestic Violence and HIV Infection Among Gay and Bisexual Men**”, Violence in Gay and Lesbian Domestic Partnerships, Hawthorn Press, 1996.

Hughes and Eliason, “**Substance Use and Abuse in Lesbian, Gay, Bisexual and Transgender Populations**”, *The Journal of Primary Prevention*, Vol. 22, No 3, Spring, 2002.

Potoczniack, et. al, “**Legal and Psychological Perspectives and Same-Sex Domestic Violence: A Multisystemic Approach**”, *Journal of Family Psychology*, 2003, Vol. 17, No. 2, 252-259.

Optional Reads:

A Provider’s Introduction to Substance Abuse Treatment for Lesbian, Gay, Bisexual, and Transgender Individuals

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment. 2001.

Break: 11/28, No class – Have Fun!!

Week 13: 12/5 LGBT Romantic Relationships and Sex

Possible Practice Experience

Class Presentations

Readings:

Course pack: **Posted on c-tools, week 13 “LGBT Romantic Relationships and Sex”:**

*Munson, “**Partners Interfacing with Healthcare Professionals**”, *FORGE* (For Ourselves Reworking Gender Expression, Milwaukee, WI.

*Hetherington, “**Dysfunctional Relationship Patterns: Positive Changes for Gay and Lesbian People**”, Addiction and Recovery in Gay and Lesbian Partners, Hawthorn Press, 1995.

Espin, “**Love, Power and Justice in the Family**”, *In the Family*, Winter 2001.

Morin, “**When Hot Monogamy Isn’t Happening Consider Plan B**”, *In the Family*, April 1999.

*Iasenza, “**The Big Lie, Debunking Lesbian Bed Death**”, *In the Family*, April, 1999.

Shernoff, “**On Condoms and Conversations**”, *In the Family*, Fall 2003.

*Hall, “**Changing the Stories We Tell Ourselves About True Love**”, *In the Family*, April 1999.

*Kassoff, “**Queer Affairs**”, *In the Family*, Fall 2003.

*Kaschak, “**Dating, mating and Separating: An Essay On Lesbian Breakups**”, *In the Family*, Fall 2003.

Iasenza, “**Problems in Bed? Getting to the Root of Low Sexual Desire**”, *In the Family*, Fall 2003.