Interpersonal Practice with Lesbian, Gay Bisexual and Transgender People

Social Work Course #707, Section 1: Winter 2018
Thursday 9:00- 12:00, Room: 2752 SSWB

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Course Description:
This course will address issues of concern to interpersonal practice clients that identify as Transgender, Lesbian, Bisexual, Gay, or Queer. 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 TLBGQ 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 TLBGQ 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 TLBGQ 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 TLBGQ 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 TLBGQ 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 TLBGQ clients.
5. Describe the impact of characteristics, such as economic class, culture, ethnicity, gender, disability status, religion, and age on TLBGQ 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, use of the web and experiential practice assignments. Guest speakers will also be utilized frequently to enrich and broaden the learning environment and experience.

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 LGBTQ 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 LGBTQ 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 LGBTQ 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 LGBT clients will be emphasized.

**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 LGBTQ 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 LGBTQ 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 TBLGQ concerns and the community for 35 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 TBLGQ people primarily in private practice in Ann Arbor and through community organization and activism.

Despite my experience with TBLGQ issues, I believe there is no such person as an “expert” in these issues, as the concerns organically arise from the needs of the LGBTQ 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 LGBTQ 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 TBLGQ clients, LGBTQ clients with compounding disabilities, legal issues, more on romantic relationships and couple’s therapy, the intersex experience, LGBTQ 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 LGBTQ clients, and on clinical practice experience. And, let’s not forget – FUN! (Especially on Friday afternoons!)

**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 include many guests in varying formats to help teach numerous classes since the local LGBTQ community provides us with a wealth of human resources.

Because I practice from a Relational Cultural base, 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 TBLGQ people on them and on me as the therapist. Feel free to ask questions and your revelation and participation will be important as well.

My intention is to help students think critically about TBLGQ 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 every student foster the clinical skills necessary to feel beginning competence in therapy with LGBTQ clients. These might include traditional role-plays, open-chair practice exercises, fishbowl exercises and practice role-plays with actual LGBT community members presenting their own issues. I don’t believe in asking students to play outside of their real identities in role plays, so I invite a lot of community members.

Please try to participate in at least one practice experience throughout the course. My feedback in practice experiences will focus both on your strengths and your areas of improvement. 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 ability to empathize and build alliance with your clients, your self-awareness, and your grasp of the issues affecting TBLGQ 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. You can call or 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 and will be during my lunch time, so I usually will meet with you at a nearby restaurant.

**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 for any reason. 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.

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 LGBTQ 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 and language that can be challenging or confusing. We will 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.

**Trigger Warning:** Because the course is experiential and encourages students to explore and share issues of identity, resilience, pains, history, etc. it will likely bring up both pleasurable and painful material. The exercises are designed to encourage disclosure, so students may experience a range of emotions throughout the course and may feel vulnerable. All feelings are acceptable, but students will be expected to be able to manage them. Students should not feel pressured to share the most painful material of their lives unless they feel prepared to do so. There will not be sufficient follow up for processing painful memories or severe anxiety that might get triggered. In general, it is important that students who expect to struggle seek support or therapeutic assistance to work through their own recovery during their graduate education in order to be present and effective in working with wounded clients. Wounded healers who have worked toward resilience make some of the best therapists. See resources for this below.

**Health and Wellness:**

Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School’s Health and Wellness Advocates, Lauren Davis or Nyshourn Price, at ssw.wellness@umich.edu. Students may also visit/call the University's Counseling and Psychological Services (CAPS). CAPS offers a variety of clinical services, referrals, and workshops. CAPS, Hours: 8am-5pm, 530 S State St., Ann Arbor, MI 48109 caps.umich.edu

**Computers and Electronics:**

In the era of iPhones, iPads, laptops and wireless networks, some students may wish to spend class time reading email, texting, surfing the web, or doing work for other classes. Please don’t do this. If you need a computer as a resource for note-taking please let me know, but I would prefer that they not be open at all. I find that they interfere with discussion and active listening to me and other students. Thanks.

**Accommodations:**

If you need or desire an accommodation for a disability, please let me know soon. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site and the like. If you do decide to disclose your disability, I will treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements. Also all preferred name and gender pronoun uses will be honored.
Safety and Emergency Preparedness:
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu, Office of Student Services
School of Social Work | Room 1748, 734-936-0961

For more information, view the annual Campus Safety Statement at http://www.dpss.umich.edu/.

Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.

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, hard copy, 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%

**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 four readings from the course into your reflection using quotes from the articles, 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 gender identity, and how do you know you are who you are?  
What internal and external factors have shaped your sexual orientation and/or identity?  
What was your first awareness of LGBTQ 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 week 5 of the course.**
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 TLBGQ clients. Community involvement that normalizes the TLBGQ 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 and activities. You will choose one organization or policy project to focus on through 1) an experiential piece, 2) a write-up of your experience with an integration of the readings, and 3) a brief class presentation at the end of the semester on the last day of class.

1) The choice of a project: (5 points) On canvas there is an extensive list of groups, organizations, events and activities that exist in the local community for the support and advocacy of the LGBTQ Community. I suggest you also visit the Jim Toy Community Center - jimtoycenter.org (this used to be called WRAP), and/or Affirmations in Ferndale to get an updated list of activities that are going on in the metro-Detroit/Ann Arbor, area. I’m asking you to focus on a group, organization, clinical 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 LGBTQ office. Instead, move on to something you might be less familiar with, for example, trans* youth, Polyamory Support Group, the Intersex Society of North America, explore the work that is being done to include LGBTQ people in federal non-discrimination laws, or explore the trend toward religious exclusion policies that are a result of political backlash against TLBGQ political progress. 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 issue, organization or activity, why you chose it, and your progress in actually setting up your experiential contact is the first part. Due on week 3 of the course.

2) The experiential component: (25 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 as well as researching your issue through reading. 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 LGBTQ 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 wheelchair accessibility within facilities, and ask to be shown accessible entrances, bathrooms, etc.

3) **The paper**: (25 points for experience and write-up). Write-up your experience from the above assignment in a five to seven-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 and who it specifically affects. Include quotes from at least four readings from the course, and additional research on the issue 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 on Week 10 of the course.**

4) **Class presentation**: (10 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 an attractive one-page synopsis of your organization or project using bullet points. Give it to me at the beginning of class and I will make copies or post it. This is informal – have fun with it. Due last day of class, 12/9.**

**10% The Comfort Zone Stretching Exercise:**
Do something that is an authentic expression of your identity but 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), Including: 1) What you did or did not do, 2) For how long? 3) How did it fee?, 4) What did you learn? 5) What connections are you making with course content? Due week 8 of the course

20% Case Scenario Assignment - final:
You will be given a list of case scenarios to choose from and they are posted on canvas, 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 LGBTQ 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 TBLGQ 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 TGLBQ sex worker, a relationship issue, a homeless person or a person from a specific cultural background. Please include, identify and underline the specific affirmative practice principals from our running list that we have generated in class. Reference at least one reading from the course in your discussion of each scenario, at least two references in all, and include a reference list. Due week 12.

Assigned Reading:
There are two textbooks for the course and a coursepac that appears on canvas 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. Vanderbuilt 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 canvas. You can get started on reading. 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 and information you will learn in the course, and some of the readings are anecdotal. You won’t find them in professional journals, but
they are valuable reads. There are a lot of “optional readings”, which are mainly older readings from past years that I think are still good but somewhat outdated.

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


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.


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.

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, new readings, etc.

Week 1: Jan 4, Introduction and Expectations for the Course
Introductions
Affirmative Practice Principals: What does Affirmative Practice mean?
Languaging
Assignments
Readings:

Week 2: Jan 11, Understanding Variance and Checking our Assumptions
Guest speaker
Practice Experience
Readings:
Green, Chapter 1, 2, 3
Morrow and Messinger: Part 1, pgs. 1-77

Course pack: see canvas

Optional Reads:
“Are My Attitudes Heterosexist?” The Heterosexism Enquirer, 2003
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McIntosh, “White Privilege: Unpacking the Invisible Knapsack”, Peace and Freedom, July/August, 1989 (an oldie but goodie)
Controversies and critiques of the Spitzer and Yarnhouse studies on changing sexual orientation.

Week 3: Jan 18, Identity Development and Self-awareness
(due date!! one page choice of project paper is due)
Theories of LGBT Identity Development
Discussion of Identity Assignment
Readings:
Morrow and Messinger: Part 2, pgs. 81-129

Course Pack: see canvas

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


“Straight Identity Choices,” Beyond the Closet, from Straight Encounters” (no other info available)


Week 4: Jan 25, The Gender Spectrum and Perspectives on Identity
Gender variance and fluidity
Trans Identities
Intersex
Readings:
Green, Chapters 4, 5 and

Course pack: see canvas
The Standards of Care for the Health of Transexual, Transgender and Gender Nonconforming People, 7th version, from www.wpath.org. (Read this for readiness and eligibility standards for hormones and surgeries. See the children and adolescent section)
James, E. Et. al, Report of the 2015 US Transgender Survey: (Read the Executive Summary and Overview of Key findings)
Lev, Arlene, Chapter 8, “Family Emergence”, Therapeutic Guidelines for Working with Gender Variant People and Their Families” , Transgender Emergence, Hawthorn Press, NY, 2004
Nichols, Margaret, The Great Escape: Welcome to the World of Gender Fluidity, Psychotherapy Networker, March-April 2016 (7 pgs.)

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.
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


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

Week 5: Feb 1, Coming Out with Focus on Race and Ethnicity
(Due Date!!! Self-awareness and Identity Paper Due Date!!)

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: see canvas


Terry, D, “In the Crosshairs”, from Intelligence Report, published by the Southern Poverty Law Center, Summer 2015, issue 158.


Optional Reads:
DiAngelo, Robin, White Fragility: Why It’s So Hard to Talk to White People About Racism?, April 9, 2015, (blog)

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

Hughes, “Walking the Walk”, Black GLBT Americans Make Gains, Equality,
DiAngelo, Robin, White Fragility: Why It’s So Hard to Talk to White People About Racism?, April 9, 2015, (blog)

**Week 6: Feb 8, LGBTQ Youth and Adolescents**
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: see canvas**

Bending the Mold: An Action Kit for Transgender Youth, NYAC (National Youth Advocacy Coalition and Lambda Legal.
Lev, Arlene, Chapter 9, “Transgendered Children and Youth”, Transgender Emergence, Hawthorn Press, NY, 2004
Ryan, Caitlin, et.al., Family Acceptance in Adolescence and the Health of LGBT Young Adults, JCAPN Volume 23, Number 4, November, 2010

**Optional Reads:**
“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.

Facts: Gay and Lesbian Youth in Schools, Lambda Legal


Facts: Gay and Lesbian Youth in Schools, Lambda Legal


**Week 7: Feb 15 LGBTQ and Ally Therapists: Reactions to the Work and Ethical Issues**

(Happy Halloween!! and Aut Bar Costume Contest is always fun! Date to be announced – It is usually right on Halloween night which is Saturday this year)

Readings:

**Course pack: see canvas**


“Therapy with Bisexuals: An Interview with Ron Fox”, In the Family, Autumn 2000.

Optional Reads:

**Week 8: Feb 22, LGBTQ Health Issues: Focus on HIV, and Trans Health and Lesbian and Gay Health, Substance Abuse.** *(Comfort Zone Paper Due Date!!)*

*Guest Presenters – Professor will be out of town*

**Sexual History Practice Experience**

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

**Course pack: see canvas**


*Top Health Issues for LGBT Populations Information & Resource Kit*, U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Substance Abuse Prevention.


Cohen, M., et.al., *Prevention of HIV Infection with Early Antiretroviral Therapy*, Journal of Medicine, 365(6), 2011


King, M, *Your Mother Liked it Bareback*, The Body, June, 2013


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

Lesbian Health: US Department of Human Services, womenshealth.gov. (important facts and questions)
Shernoff, Michael, “Condomless Sex: Gay Men Barebacking, and Harm Reduction
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.

March 1, Winter break. . . . Have a good one!

Week 9: March 8, Suicide and Relationships and Domestic Partner Violence in the LGBT Community and Access to Resources
Practice Experience
Comfort Zone discussion
Readings:
   Course pack: see canvas


**Optional Reads:**

**Week 10: March 15, LGBT Families**
*(Community Project Paper Due Date! Case Scenarios passed out!)*

**Parent Guest Presenters**

**Interactive Class Experience**

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

**Course pack: see canvas**


Sandmaier, Marian, *It Takes a Tribe: What It’s Like to Raise (or Be) a Transgender Child*, Psychotherapy Networker, March/April, 2016


**Optional Reads:**


Golombok, et. al, “Children with Lesbian Parents: A Community Study”,
Lev, Resources for Children of LGBTQ Parents

**11/27:  Break!  Have some fun!**

**Week 11: March 22, LGBT Issues Through the Lifecycle**
Guest invited for Practice Experience

**Class Presentations**

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

*Course pack: see canvas*

*Optional Reads:*

**Week 12: March 29, LGBT Romantic Relationships and Sex**
*(Affirmative Practice case scenarios final due)*

**Possible Practice Experience**

**Class Presentations**

**Readings:**

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

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

**Week 13: April 5**
Discussion of scenarios, TBLGQ Relationships.

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

**Course pack: see canvas**

**Week 14, April 12**
*Community projects presentations*