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Spring 2-1-2017

### PSYX 631.01: Clinical Applications - LGBT Issues

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# Syllabus – Psyx 631 – Spring 2017

## Clinical Applications: LGBT Issues

### Meeting Time and Location

Monday, Wednesday 12:30 – 1:50 pm  
LA 138

### Instructor Information

Instructor: Bryan Cochran, Ph.D.  
Office: Skaggs Bldg. 145  
Email: [bryan.cochran@umontana.edu](mailto:bryan.cochran@umontana.edu)  
Phone: 406.243.2391  
Office hours: Monday 2:30 – 4:00, Wednesday 9:00 – 10:30, or by appointment

### Course Guidelines and Policies

#### Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

#### Academic Misconduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#).

#### Incompletes

Departmental and university policies regarding incompletes do not allow changing “incomplete” grades after one year has passed since the “I” was granted.

#### Pass/No Pass

For students taking this course P/NP, a P is a grade of A, B, or C. A NP is a grade of D or F.

#### Exiting Gracefully

Instructor permission is required to drop this course once the 15<sup>th</sup> day of instruction has passed.

### Course Description

Psyx 631 is an advanced graduate seminar course; this particular course focuses on current research and therapeutic techniques applicable for working with LGBT (lesbian, gay, bisexual, and transgender) individuals. Because this course is also offered as WGS 695 for students with a women’s and gender studies emphasis, the assignments and readings for this course do not require a clinical practice or therapy background. Rather, this is intended to be a course that introduces students to the key issues

faced by LGBT individuals and provides students with the tools needed to reduce health disparities in this population.

The format of this class will be informal article/topic discussion. The reading list will be supplemented with case examples, guest lectures, films, and other in-class materials.

## **Objectives**

By the end of this course, you will be able to:

- Converse fluently with regard to LGBT-relevant terminology
- Identify the challenges faced by LGBT individuals
- Provide research data to document health disparities in this population
- Explain the psychological mechanisms theorized to account for these health disparities
- Discuss key sociopolitical issues that are relevant to LGBT individuals
- Utilize psychological theories to find solutions addressing health disparities among LGBT individuals

## **Grading/Evaluation**

It is assumed that the best measure of your having met the objectives of this course is your ability to synthesize the material you have learned and to present your ideas to others (orally and in writing).

With this in mind, evaluation of your progress will be through the following components:

**75% Assignments**—You will complete five assignments for this course, all of which are listed at the end of the syllabus (there are more than five

options for assignments, allowing you to select those most interesting to you). Each assignment is worth 15 points.

**25% Course Participation**—This is not a lecture-focused course; accordingly, your contributions to class (including your presence) are paramount.

Final grades will be based on a 10-point scale (90-100 is an A, 80-89 is a B, etc.), and the plus/minus system will be used to determine your final grade (e.g., a B- would be a grade of 2.67).

## **Required Texts**

There is no primary text for this course. Readings from relevant journals or other books are on the Blackboard site for this course.

The primary sources for your reading list and for information presented in class are as follows:

Biesche, K. J., Perez, R. M., & DeBord, K. A. (2007). *Handbook of counseling and psychotherapy with lesbian, gay, bisexual, and transgender clients* (2<sup>nd</sup>. ed.). Washington, DC: American Psychological Association.

Goldberg, A. E. (2010). *Lesbian and gay parents and their children: Research on the family life cycle. Division 44: Contemporary perspectives on lesbian, gay, and bisexual psychology*. Washington, DC: American Psychological Association.

Halkitis, P. M. (2009). *Methamphetamine addiction: Biological foundations, psychological factors, and social consequences*. Washington, DC: American Psychological Association.

Lev, A. I. (2004) *Transgender emergence: Therapeutic guidelines for working with gender-variant people and their families*. New York: Haworth.

Martell, C. R., Safren, S. A., & Prince, S. E. (2004). *Cognitive-behavioral therapies with lesbian, gay, and bisexual clients*. New York: Guilford.

Perez, R. M., DeBord, K. A., & Bieschke, K. J. (2000). *Handbook of counseling and psychotherapy with lesbian, gay, bisexual, and transgender clients*. Washington, DC: American Psychological Association.

Plante, R. F., & Maurer, L. M. (2010). *Doing gender diversity: Readings in theory and real-world experience*. Boulder, CO: Westview Press.

Stryker, S. (2008). *Transgender history*. Berkeley, CA: Seal Press.

[Plus numerous primary journals in the field, cited in the *readings* section below]

## Course Schedule

Dates	Topics
Week 1 (1/24, 1/26)	Introduction to LGBT concepts and issues
Week 2 (1/31, 2/2)	Introduction to LGBT, part II
Week 3 (2/7*, 2/9)	LGBT identity and lifespan
Week 4 (2/14, 2/16)	Variations in gender
Week 5 (2/21 is a holiday, readings discussed 2/23)	Minority stress and health disparities
Week 6 (2/28, 2/30)	The mental health establishment and LGBT issues, Part I
Week 7 (3/7*, 3/9)	MH establishment, Part II
Week 8 (3/14, 3/16)	Relationships and sex
Week 9 (3/21, 3/23)	Families and LGBT youth
Week 10 (3/28, 3/30*)	Sociopolitical issues
Week 11 (Vacation week)	
Week 12 (4/11, 4/13)	Clinical issues
Week 13 (4/18, 4/20)	LGBT affirmative practice
Week 14 (4/25*, 4/27)	Intersectionality
Week 15 (5/2, 5/4)	Student-selected readings

## Readings

### Week 1

#### ***Introduction to LGBT concepts and issues, part I***

LeVay chapters 1 (What is sexual orientation?) and 2 (Why we need biology)

Schwartz, G., Kim, R. M., Kolundzija, A. B., Rieger, G., & Sanders, A. R. (2010). Biodemographic and physical correlates of sexual orientation in men. *Archives of Sexual Behavior, 39*, 93-109.

Stryker chapters 1 (An introduction to transgender terms and concepts) and 2 (A hundred years of transgender history)

## **Week 2**

### ***Introduction to LGBT concepts and issues, part II***

Bieschke, Perez, & DeBord chapter 1 (“‘I’d rather get wet than be under that umbrella’: differentiating the experiences and identities of lesbian, gay, bisexual, and transgender people” by Ruth E. Fassinger and Julie R. Arseneau”

Lev chapter 1 (The transsexual phenomenon meets the transsexual menace)

Diamond, L. M. (2003). What does sexual orientation orient? A biobehavioral model distinguishing romantic love and sexual desire. *Psychological Review, 110* (1), 173-192.

Godfrey, K., Haddock, S. A., Fisher, A., & Lund, L. (2006). Essential components of curricula for preparing therapists to work effectively with lesbian, gay, and bisexual clients: A Delphi study. *Journal of Marital and Family Therapy, 32*(4), 491-504.

## **Week 3**

### ***LGBT identity and lifespan***

Diamond, L. M. (2008). Female bisexuality from adolescence to adulthood: results from a 10-year longitudinal study. *Developmental Psychology, 44*(1), 5-14.

Fredriksen-Goldsen, K. I., & Muraco, A. (2010). Aging and sexual orientation: A 25-year review of the literature. *Research on Aging, 32*(3), 372-413.

Lev chapter 7 (Transgender emergence: A developmental process)

Plante & Maurer chapter 21 (“Disciplining bodies: The aging experiences of older heterosexual and gay men” by Kathleen F. Slevin)

## **Week 4**

### ***Variations in gender***

Plante & Maurer chapter 3 (“Toward a new vision: Race, class and gender as categories of analysis and connection” by Patricia Hill Collins)

Plante & Maurer chapter 6 (“Defining and Producing Genitals” by Suzanne J. Kessler)

Plante & Maurer chapter 35 (“Peeing in peace: A resource guide for transgender activists and allies” by the Transgender Law Center)

West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender and Society, 1*(2), 125-151.

## **Week 5**

### ***Minority stress and health disparities***

Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: conceptual issues and research evidence. *Psychological Bulletin, 129*(5), 674-697.

Hatzenbuehler, M. L., McLaughlin, K. A., Keyes, K. M., & Hasin, D. S. (2010). The impact of institutional discrimination on psychiatric disorders in lesbian, gay, and bisexual populations: A prospective study. *American Journal of Public Health, 100*(3), 452-459.

Cochran, S. D., & Mays, V. M. (2006) Estimating prevalence of mental and substance-using disorders among lesbians and gay men from existing national health data. In Omoto, A. M. & Kurtzman, H. S.. *Sexual orientation and mental health: Examining identity and development in lesbian, gay, and bisexual people. Contemporary perspectives on lesbian, gay, and bisexual psychology*. Washington, DC: American Psychological Association, pp. 143-165.

## **Week 6**

### ***The mental health establishment and LGBT issues, part I***

Cochran, S.D. (2001). Emerging issues in research on lesbians' and gay men's mental health: Does sexual orientation really matter? *American Psychologist, 931-947*.

Drescher, J. (2010). Queer diagnoses: Parallels and contrasts in the history of homosexuality, gender variance, and the *Diagnostic and Statistical Manual*. *Archives of Sexual Behavior, 39*, 427-460.

Meyer-Bahlburg, H. F. L. (2010). From mental disorder to iatrogenic hypogonadism: Dilemmas in conceptualizing gender identity variants as psychiatric conditions. *Archives of Sexual Behavior, 39*, 461-476

## **Week 7**

### ***The mental health establishment and LGBT issues, part II***

Bieschke, Perez, & DeBord chapter 7 ("Delivering ethical psychological services to lesbian, gay, and bisexual clients" by Beverly Greene)

Israel, T., Gorcheva, R., Walther, W. A., Sulzner, J. M., & Cohen, J. (2008). Therapists' helpful and unhelpful situations with LGBT clients: An exploratory study. *Professional Psychology: Research and Practice, 39*(3), 361-368.

Perez, DeBord, & Bieschke chapter 3 ("Somewhere in Des Moines or San Antonio': Historical Perspectives on lesbian, gay, and bisexual mental health" by Esther d. Rothblum)

## Week 8

### **Relationships and sex**

Bersani, L. (2010). Is the rectum a grave? In Bersani, L., *Is the rectum a grave? And other essays*. Chicago, IL: University of Chicago Press, pp. 3-30.

Brown, N. R. (2010). The sexual relationships of sexual-minority women partnered with trans men: A qualitative study. *Archives of Sexual Behavior, 39*, 561-572.

Martell, Safren, & Prince chapter 6 (Couple therapies)

Plante & Maurer chapter 24 ("Arab American femininities: Beyond Arab virgin/American(ized) whore" by Nadine Naber)

## Week 9

### **Families and LGBT youth**

Goldberg chapter 3 (From partners to parents: The transition to parenthood for lesbians and gay men).

Goldberg chapter 5 (Children of lesbian and gay parents: Adjustment and experiences).

Mustanski, B. S., Garofalo, R., & Emerson, E. M. (2010). Mental health disorders, psychological distress, and suicidality in a diverse sample of lesbian, gay, bisexual, and transgender youths. *American Journal of Public Health, 100*(12), 2426-2432.

Plante & Maurer chapter 11 ("Dude, you're a fag': Adolescent masculinity and the fag discourse" by C. J. Pascoe)

Toomey, R. B., Ryan, C., Card, N. A., & Russell, S. T. (2010). Gender-nonconforming lesbian, gay, bisexual, and transgender youth: School victimization and young adult psychosocial adjustment. *Developmental Psychology, ADVANCE ONLINE PUB*

## Week 10

### **Sociopolitical issues**

Because of the changing nature of this topic, articles that are of current relevance will be added to the reading list (i.e., added on Blackboard) as the semester goes on. We will discuss these current issues throughout the semester, but will specifically discuss relevant articles in week 10.

Anonymous (2008). Beyond same-sex marriage: A new strategic vision for all our families and relationships. *Studies in Gender & Sexuality, 9*(2), 161-171.

Lawrence, A. A. (2010). Proposed revisions to gender identity disorder diagnoses in the DSM-5. *Archives of Sexual Behavior, 39*, 1253-1260.

Moradi, B. (2009). Sexual orientation disclosure, concealment, harassment, and military cohesion: Perceptions of LGBT military veterans. *Military Psychology, 21(4)*, 513-533.

### **Week 11**

#### ***Spring Break***

### **Week 12**

#### ***Clinical issues***

APA guidelines

Halkitis chapter 5 (“Methamphetamine, sex, sexuality, and sexual risk taking”)

Martell, Safren, & Prince chapter 5 (Anxiety disorders)

Rosario, M., Schrimshaw, E. W., & Hunter, J. (2008). Butch/femme differences in substance use and abuse among young lesbian and bisexual women: Examination and potential explanations. *Substance Use & Misuse, 43*, 1002-1015.

### **Week 13**

#### ***LGBT affirmative practice***

Bradford, M. (2006). Affirmative psychotherapy with bisexual women. *Journal of Bisexuality, 6(1)*, 13-25.

Bieschke, Perez, & DeBord chapter 8 (“Affirmative lesbian, gay, and bisexual counseling with all clients” by Connie R. Matthews)

Goetstouwers, L. (2006). Affirmative psychotherapy with bisexual men. *Journal of Bisexuality, 6(1)*, 27-49.

Heck, N. C., Flentje, A., & Cochran, B. N. (under review). Intake interviewing with lesbian, gay, bisexual, and transgender clients: Starting from a place of affirmation.

### **Week 14**

#### ***Intersectionality***

Diamond, L. M., & Butterworth, M. (2008). Questioning gender and sexual identity: Dynamic links over time. *Sex Roles, 59*, 365-376.

Kertzner, R. M., Meyer, I. H., Frost, D. M., & Stirratt, M. J. (2009). Social and psychological well-being in lesbians, gay men, and bisexuals: The effects of race, gender, age, and sexual identity. *American Journal of Orthopsychiatry, 79(4)*, 500-510.

Plante & Maurer chapter 47 (“Sex, celebration, and justice: The queerness and disability conference” by Eli Claire)



Wright, K. (2001). To be poor and transgender. *The Progressive*, 21-24.

## **Week 15**

### ***Student-selected readings***

For this last week of class, I have reserved time for us to address any topics that were not covered, or were insufficiently covered, over the semester. Throughout the semester, I will ask for these topics and for suggestions of readings to place in this final week of class.

## **Assignments**

There are five primary assignments for this course, which can be selected from the options below and completed in any order of your choosing. If you have an idea for an alternate assignment, present it to your instructor, and pending approval, it may substitute for one of your assignments for the course.

The due dates for each assignment are denoted by an asterisk (\*) following the date in the course schedule; the first four assignments are due on Mondays in class, and the final assignment is due on the date of the final examination (Wednesday, May 11).

The assignments are as follows:

- A. The DSM: didn't we settle this in 1973? Of course, the 3<sup>rd</sup> edition of the DSM removed homosexuality from the diagnostic manual. However, vestiges of homophobia (or heterosexist bias) and transphobia remain in the DSM. Write a 6-8 page paper that addresses what the issues still are that are unsettled in the development of DSM-5. How is it likely that these issues will be solved? Recent issues of *Archives of Sexual Behavior* devoted to DSM-5 are an excellent place to start.
- B. Utilize the developmental theories from Lev's *Transgender Emergence* to discuss the lives of the individuals featured in the Sundance Channel series [TransGeneration](http://www.sundancechannel.com/transgeneration/). There are 8 episodes of this series, available online either through Netflix on demand or through the Sundance Channel. <http://www.sundancechannel.com/transgeneration/> In writing about Gabbie, T.J., Lucas, and Raci, be sure to reference Lev's stages of transgender emergence and the specific challenges each of the individuals in this reality show have faced. You can focus on anywhere from 2-4 of the individuals in the show. Your write-up should be at least six pages.
- C. Read and summarize two articles (must be empirical studies) from a recent issue of the *Journal of Homosexuality*, *Sex Roles*, *Journal of Bisexuality*, or another major journal in the field. Pick articles that are of interest to you, and summarize in the following format:
  - Basic research question:
  - Previous research findings in this area:
  - Study design (brief):
  - Primary findings:
  - Implications for treatment delivery:Each of your article summaries should be three pages or less.

- D. Write a brief case study of an LGBT individual in psychotherapy. This may be an actual client you have seen, if applicable, or a hypothetical client. In your case study, describe the factors related to this individual's LGBT identity, include a DSM diagnostic section, select a theoretical background for your case formulation (you may select any theory of your choosing), and write a preliminary treatment plan. Limit your case study to eight pages.
- E. Advocacy exercise: for this assignment, volunteer at least 10 hours for an LGBT-related cause or issue. This might include working at the LGBT community center, volunteering to help with a campus event related to LGBT issues (Day of Dialogue, Tunnel of Oppression), letter-writing to your elected officials regarding an LGBT issue, or any other activity approved (in advance) by your instructor. Document your work on this activity through a brief (1-2 page) write-up of your efforts and your experiences in advocating for LGBT equality.
- F. Critique of readings: choose six readings that were assigned for this course, and write a thoughtful reaction to each of them. In your critique, discuss how each reading did or did not contribute to your understanding of LGBT issues. Please do not summarize the readings, but instead, formulate your own impressions and relate the readings to what you have learned about LGBT issues from other sources. For empirical articles, identify any methodological or theoretical flaws that you see, and suggest other studies that may answer the researchers' original questions more effectively.
- G. Mini-research paper: Select a topic of interest to you within the realm of LGBT issues. Review the literature on this topic, and submit a mini-research paper of 4-6 pages on your topic. Use at least five primary sources in your report. Please use APA format for this mini-paper.
- H. Interview: for this assignment, interview a member of the LGBT community or an ally who actively works on LGBT issues. This should be someone you have not met previously. You may choose to interview a LGBT parent, or someone who has recently come out, or any other topic of interest. Write-up your interview in 4-5 pages, indicating what you discussed with this individual and what you learned about LGBT issues from this project.