This course is intended to focus on the psychological experiences of gay, lesbian, bisexual and transgender populations. Topics in clinical practice to be covered include: GLBT sensitivity when assessing and treating clients, the effects of heterosexism and prejudice, variations on the coming out process, diversity within the GLBT community, bullying in schools and online, the impact of the social and legal evolution of marriage and familiarization with sexual/health topics relevant in working with GLBT clients. The course will have both didactic and experiential group process components.

There will be one written project for this course which will be due on the date of the last class. The project will require students to interview a person who identifies as gay, lesbian, bisexual or transgender. Students will then write a paper about this interview and their reactions to it, incorporating information from course readings and lectures into the assignment.

**READINGS:**

**The two required textbooks are:**


Additional required and recommended readings will come from some of the following books and articles—all required readings from the list below will be available on Sakai. All other listings are offered as resources for clinicians.


Committee on Lesbian, Gay, and Bisexual Concerns (CLGBC); Committee on Children, Youth, and Families (CYF); and Committee on Women in Psychology (CWP). *Lesbian and Gay Parenting: a joint publication of APA:* (2005).


**CLASS ONE: Introduction, Possible Prejudices and Coming Out (March 1, 2013)**

A. Introduction

B. Stigma, Heterosexism, and Homophobia

C. Identity Formation and Coming Out
   1. How do I know if I am GLBT? Is it just a phase? (Possible discussion of the Kinsey Scale/alternatives—if not, then next week)
   2. Coming out at school
   3. Bullying in the classroom and online
   4. Coming out at other stages of life
REQUIRED READINGS:

Ritter & Terndrup: Chapters 1, 2 (pp 33-43), 5, 6, 14

Summary of NJ Antibullying Law

Meyer, E.J., Gender and Sexual Diversity in Schools, Chapters 6 and 7

Dworkin, S. H. “Treating the Bisexual Client”.

Weasel, L.H., “Seeing Between the Lines: Bisexual Women and Therapy”.

RECOMMENDED READINGS:

Homophobia/Stigma:


Coming Out:


Bullying:


Meyer, E.J. Gender and Sexual Diversity in Schools (2011).


Bisexuality:


**CLASS TWO:  Diversity and Its Impact (March 8, 2013)**

A. Diversity Along the GLBT Spectrum:
   1. Sexual orientation versus gender identity
   2. Labels and what they mean:
      Gay, lesbian, bisexual, asexual, transsexual, questioning, queer, polyamorous, pansexual, transgender, intersex, etc.
   3. The Kinsey Scale/Alternatives (if not discussed in week 1)

B. Other Dimensions of Diversity Among GLBT People:
   Culture, Race, Religion, Class, Physical Ability, Socio-Economic Status, Age, Generational Factors, Geographical Area

C. Special Health Concerns for GLBT People

D. Guest Speakers on Parenting a Transgender Child

**REQUIRED READINGS:**

Ritter and Terndrup: Chapters 10, 12 and 13

Greene, B. “Ethnic Minority Lesbians and Gay Men: Mental Health and Treatment Issues” in Greene, B. (Ed.) *Ethnic and Cultural Diversity Among Lesbians and gay Men*, Chapter 10 (especially second half)

Kugle, S. *Homosexuality in Islam*, Chapter 1.

Meyer, E.J., *Gender and Sexual Diversity in Schools*, Chapter 2


WPATH, *The Harry Benjamin International Gender Dysphoria Association’s Standards of Care For Gender Identity Disorders*, Sixth Version
RECOMMENDED READINGS:

Health Concerns:


Ethnic/Racial Diversity Topics:


Cornwell, A.  Black Lesbian in White America (1983).


GLBT and Religion:


Transgender Topics:


Finney Boylan, J. She’s Not There (2004). (a novel)

CLASS THREE: Clinically Sensitive Treatment for GLBT Clients (March 15, 2013)

A. Specific Assessment and Psychotherapy Issues for GLBT Clients

1. Creating a safe therapeutic environment
2. Substance abuse risks
3. Suicide assessment
4. Linking clients to appropriate community resources

B. Roleplaying and Other Clinical Exercises

REQUIRED READINGS:

Ritter & Terndrup, Chapters 7, 8, 9


Schneider, Brown & Glassgold. “Implementing the Resolution on Appropriate Therapeutic Responses to Sexual Orientation: A Guideline for the Perplexed”


RECOMMENDED READINGS:


**CLASS FOUR: Couples (March 29, 2013)**

A: Finding a Relationship

B: The Evolution of Marriage Legally and Socially and its Implications for Gay Couples

C: The Changing Focus of Research Regarding GLBT Couples and Families

   1. Daily life as a GLBT couple: gender and task roles
   2. Research based studies on the impact of culture on gay/lesbian/bisexual couples and families
   3. Research needs for this population

D: Clinical Examples: Exploring Common Themes of Conflict Regarding Coming Out, Work, and Family of Origin

E: Talking About the Sexual Life of Gay, Lesbian and Bisexual clients

**REQUIRED READINGS:**

Ritter and Turndrup, Chapter 16

**CLASS FIVE: Families (April 5, 2013)**
A. Family Formation: Fertility Choices, Adoption Choices, Blending Families, Informal Families/Kinship Care

B: The GLBT Parent

C: Perspectives of Children Raised by GLBT Parents

D: GLBT Separation and Divorce

E: Loss in the GLBT Family

F: Clinical Examples of Work with GLBT Families