

# **CPSY 213 – Foundations of LGBTQ+ Psychology**

## **Fall Quarter 2021**

School of Education and Counseling Psychology  
Santa Clara University

**Instructor:** Janet Sims, LMFT

**Email:** JSims2@scu.edu

**Office Hours:** Virtual sessions via Zoom by appointment only.

**Class Location:** Guadalupe 151

**Class Time:** Tuesdays 5:30-8:30 pm (no class November 23<sup>rd</sup>, 2021)

### **Course Rationale:**

LGBTQ+ people experience alarmingly high rates of mental health challenges. It disrupts their daily lives and can be life-threatening, especially for children and youth. Too often, false narratives attempt to blame LGBTQ+ people for their own mental health challenges. The truth is that mental health challenges in the LGBTQ+ community are largely due to stigma, discrimination, and bias in all its forms. LGBTQ+ people also face gaps in receiving adequate mental health care. Significant gaps in health insurance coverage, economic injustice, discrimination, bias, stigma, and violence all interact to worsen the mental health challenges facing LGBTQ+ people today.

Adapted from the HRC Mental Health Resource for the LGBTQ+ Community (<https://www.hrc.org/resources/mental-health-resources-in-the-lgbtq-community>) 2021.

### **Course Description:**

CPSY 213 has been designed to provide students with an overview of the etiologies of the mental issues experienced by members of the LGBTQ+ Community. The class begins with the historical context for how cultural, legal, and psychological events and attitudes have shaped the social conditions in which bias and stigmatization exist today. Students will examine attitudes within themselves and contemporary cultures to understand how that understanding will prepare them to work with the existing mental health challenges people experience who are part of this community. Diversity and development issues will be considered within variations of Sexual and Gender Identity. The class is intended to provide students with a basic understanding of how the different identities are experienced in an intersectional context with other factors of their clients' lives such as color, religion, physical and mental disabilities, and economic equity.

## **Course Goals:**

- Familiarity with current and historical cultural, legal, and psychological attitudes towards Sexual and Gender Identities
- Ongoing self-examination of student's attitudes about Sexual and Gender Identities
- Basic concepts of LGBTQ+ Affirming Mental Healthcare
- Basic understanding of the spectrum of Sexual and Gender Identities
- Themes and attitudes experienced across the LGBTQ+ spectrum
- Basic differences experienced across the LGBTQ+ Community
- Deepening of understanding of Heterosexual and Cisgender Privilege
- Providing a starting point for further studies in this field

## **Course Methodology and Requirements:**

### **1) Class Participation and Attendance:**

Each class will combine lectures, video content, and student activities such as group discussion, dialogues with guest speakers, and small group interactions. Assigned reading assignments will be part of each week's class discussion.

Attendance at all classes is mandatory. If you know you must miss a class, please make your best effort to let me know ahead of time. Two missed classes without prior notice will result in an automatic one grade reduction of your work. As per department policy, **more** than two missed classes will result in failure of the course.

### **2) Required Texts:**

GINICOLA, M. M., SMITH, C., and FILMORE, J. M. (2017). *Affirmative Counseling with LGBTQI+ People*. Alexandria, VA: American Counseling Association.

KORT, J. (2018). *LGBTQ Clients in Therapy: Clinical Issues and Treatment Strategies*. New York, NY: W. W. Norton.

NICHOLS, M. (2021). *The Modern Clinician's Guide to Working with LGBTQ+ Clients: The Inclusive Psychotherapist*. New York, NY: Routledge.

**[PLEASE NOTE: These same three textbooks will be used for both CPSY 213 and CPSY 230.]**

### **3) Other Articles found online or posted on Camino assigned for each class**

### **4) Seven Weekly Self-Reflection Journal Entries**

Journal entries are intended for the student to reflect how course readings, class presentations and class discussions relate to their own personal experiences. The entries

should express how the material relates to the student's own life and attitudes, as well as how it shapes their role as a clinician.

**Journal entries will be due at the beginning of Class #2, #3, #4, #5, #6, #7 and #8.**

Journal entries will be evaluated in terms of student's personal exploration and reflection, along with their clear integration of class material. Journal entries **must** be **two** pages in length and each entry **must** include at least **two** references from the course material and/or class presentations. Journal entries must be emailed to [JSims2@scu.edu](mailto:JSims2@scu.edu) by the beginning of the class period they are due.

**5) The Final Project for the class is a six-to-eight-page paper due Class #10.**

At **Class #2** each student will receive the contact information for a licensed therapist who works with the LGBTQ+ community. Each of these therapists have graciously agreed to donate one hour of their time for the student to interview them regarding their clinical work with the community. Guidelines and suggested questions will also be given out at **Class #2**.

If there are any issues in setting up the appointment time with the therapist assigned, student should contact me at: [JSims2@scu.edu](mailto:JSims2@scu.edu) for another clinician's contact information. If for some reason, the therapist assigned to you is not a good fit, please contact me. Students will not be allowed to substitute another clinician they are interviewing without clearing this with me.

After completing the interview students are required to write a **six-to-eight-page** paper about the information they learned from the conversation with the clinician. Students should incorporate their own experiences from the class and include a minimum of five references from material studied in class. These can be the same references included in their Journal Entries. The idea is to use the interview with the therapist as an organizing point to for each student to create their own Foundation of LGBTQ+ Psychology. In other words, how did the readings, lectures and the interview give the student a basis to begin their studies about working with the LGBTQ+ community?

Papers should be written in APA style.

**Final Project Paper is due by the beginning of Class #10.** Paper must be emailed to [JSims2@scu.edu](mailto:JSims2@scu.edu) by the beginning of the **Class #10**.

**6) Five Minute Oral Presentation at Class #10: 'Gems of Wisdom and Challenges I Had Not Considered.'** At the final class each student will present a short presentation, five minutes about their discussion with the therapist they interviewed. This presentation should include at least one piece of encouraging information for student to share and one caution each student is now reflecting on about their own future as a clinician with this community

## **Course Grading:**

Grading Rubric: Grades will be assigned based on percentage totals:

95-100	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
70-79	C
Class Participation	30%
Self-Reflective Journal	30%
Final Project Paper	40%

**Please note:** All written assignments should reflect graduate level writing. Please take the time to proofread each assignment for spelling errors, grammar, punctuation and APA style citations and references. Students who need additional help with writing skills should seek appropriate assistance from university resources before submitting assignments for grading. CPSY's Writing Assistance Program has been established to support students in this way.

## **Course Outline:**

### **Class #1: September 21, 2021 Introduction**

#### **Topics:**

Introduction to Course  
Introduction to Janet Sims and LGBTQ+ Emphasis  
Terms  
History of Diagnoses in Psychological Community  
Role of DSM to LGBTQ+ Community

#### **Required Readings:**

GINICOLA: Chapters 1 & 2 and Glossary  
NICHOLS: Chapters 1, 2 & 3

**Camino Optional Reading:**

Gender Spectrum Terms

<https://genderspectrum.org/articles/language-of-gender>

This American Life Podcast-81 words

<https://www.thisamericanlife.org/204/81-words>

**Class #2: September 28, 2021  
LGBTQ+ History**

**Self-Reflection Journal Entry due by the beginning of class.**

**Topics:**

History of LGBTQ+ Community

Progression of Societal Rejection

Progression of LGBTQ+ Community Awareness

LGBTQ+ Political Activism

Progression of Societal Celebration

Where are we today?

**Required Readings:**

Kort: Chapter 1 and Glossary

Nichols: Chapter 4, 5 & 6

**Class #3: October 5, 2021  
Gay Men**

**Self-Reflection Journal Entry due by the beginning of class.**

**Topics:**

Gay Men

Oppression

Masculinity

Gender Performativity

PFLAG

Gay in Silicon Valley

HIV/AIDs and impact on Community

Ageism

**Required Readings:**

Ginicola: Chapter 12

Kort: Chapters 4 & 5

Nichols: Chapters 8 & 9

**Class #4: October 12, 2021**

## Lesbian/Gay Women

**Self-Reflection Journal Entry due by the beginning of class.**

**Topics:**

Lesbians/Gay Women  
History of community in US  
Relationship to Feminism  
'Coming Out' and 'Coming In'  
Progression in Legal protections and affirmations  
Gay Affirmative Therapy  
Heteronormativity  
Psychological Models of Coming Out

**Required Readings:**

Ginicola: Chapters 6 & 11  
Kort: Chapters 6 & 7  
Nichols: Chapter 10

## Class #5: October 19, 2021 Sexual, Affectional and Romantic Identities

**Self-Reflection Journal Entry due by the beginning of class.**

**Topics:**

Sexual, Affectional and Romantic Identities  
Sex Hierarchy  
Bisexuality: Myths and Facts  
Internalized Homophobia  
Sexual Fluidity  
Sexual Identities beyond LGB  
Romantic Identities  
Monogamy and Non-Monogamy  
Sexualities in the Shadows

**Required Readings:**

Ginicola: Chapter 13, 15 & 18  
Nichols: Chapter 12, 13, 14, 15, 21, 22, 23 & 24

**Canvas Optional Reading:**

Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality by Gayle Rubin.  
<https://sites.middlebury.edu/sexandsociety/files/2015/01/Rubin-Thinking-Sex.pdf>

## Class #6: October 26, 2021 Transgender Adults

Self-Reflection Journal Entry due by the beginning of class.

### Topics:

Transgender Adults  
Cisnormativity  
Gender Dysphoria  
Issues for the Transgender Community  
Transition  
Gate Keeping and Informed Consent  
Listening to Trans Voices

### Required Readings:

Ginicola: Chapter 14  
Kort: Chapters 14  
Nichols: Chapters 17

### Camino Required Reading:

Green Excerpt from Foreword

### Camino Optional Readings:

Radical Copy Editor Transgender Style Guide:

<https://radicalcopyeditor.com/2017/08/31/transgender-style-guide/>

Transgender Law Center: Identity Documents Laws and Policies:

[https://www.lgbtmap.org/equality-maps/identity\\_document\\_laws](https://www.lgbtmap.org/equality-maps/identity_document_laws)

WPATH Standards of Care:

[https://www.wpath.org/media/cms/Documents/SOC%20v7/SOC%20V7\\_English2012.pdf?\\_t=1613669341](https://www.wpath.org/media/cms/Documents/SOC%20v7/SOC%20V7_English2012.pdf?_t=1613669341)

## Class #7: November 2, 2021 Transgender Youth

Self-Reflection Journal Entry due by the beginning of class.

Guest Speaker: Trans Youth

### Topics:

Transgender Youth  
Parents  
Teens

Children  
Gender Affirming Care  
Advocacy

**Required Readings:**

Ginicola: Chapter 3 & 4  
Kort: 13  
Nichols: Chapters 18 & 19

**Camino Required Reading:**

APA Fact Sheet on treating Gender Diverse Children  
10 Things We Can Do

**Class #8: November 9, 2021  
Non-binary & Intersex**

Self-Reflection Journal Entry due by the beginning of class.

**Topics:**

Non-binary Identities  
Stressors unique to Non-binary identities  
Intersex Identity  
Cultural, Medical, Political and Psychological issues relating to the Intersex community.

**Required Readings:**

Ginicola: Chapter 15 & 17  
Kort: Chapter 13  
Nichols: Chapters 16 & 20

**Camino Required Reading:**

Shifting the Paradigm of Intersex Treatment  
<https://isna.org/pdf/compare.pdf>

**Camino Optional Reading:**

C. Jacob Hale, PhD, Suggested rules for writing about Trans....  
<https://www.sandystone.com/hale.rules.html>  
InterAct: Advocates for Intersex Youth  
<https://interactadvocates.org>  
Intersex Justice Project  
<https://www.intersexjusticeproject.org>

**Class #9: November 16, 2021  
Two-Spirit/Gender Diversity Around the World/Current Stressors  
for the Community**



**NO Self-Reflection Journal Entry due.**

**Guest Speaker: Two-Spirit and Curandero-Angel Tlahuizpapatl Fabian, MD**

**Topics:**

Two Spirit

Gender Diverse Communities outside the US and Non-Western Countries

Current Political, Legal and Psychological attitudes regarding the LGBTQ+ Community

**Required Readings:**

Ginicola: Chapters 19, 20, 21, 22, 23 & 24

**Camino Required Reading:**

**Last minute addition:** Avila, E. (1999). *Woman Who Glows In The Dark*. Jeremy P. New York, NY: Tarcher/Putnam.

How Indigenous Two-Spirits Marked Pride Month This Year

<https://www.vogue.com/article/indigenous-two-spirit-pride-month>

Indian Health Service webpage on Two Spirit People

<https://www.ihs.gov/lgbt/health/twospirit/>

## **Class #10: November 30, 2021**

### **Presentations and Wrap Up**

**NO Self-Reflection Journal Entry due.**

**Final Project due by the beginning of class.**

**Topics:**

Presentations

Where do we go from here?

**Required Readings:**

Ginicola: Chapter 25

Nichols: Conclusion (p. 302)

### **Safety Measures**

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. Students must always adhere to current university mask mandates; make their best attempt to make themselves heard when asking questions or contributing to discussions; and refrain from eating or drinking in class. Everyone must follow university guidelines about health and public safety measures outlined in this [email](#).

### **Copyright Statement**

Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course

materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

## **Technology Support**

SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino (SCU's branded instance of Canvas) support, contact [caminosupport@scu.edu](mailto:caminosupport@scu.edu) or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone with our vendor.

For Zoom assistance, contact Media Services at [mediaservices@scu.edu](mailto:mediaservices@scu.edu) or 408-554-4520. You can also get support from the [Zoom Help Center](#) website.

For SCU network and computing support, contact the SCU Technology Help Desk at [techdesk@scu.edu](mailto:techdesk@scu.edu) or 408-554-5700. They can provide support for MySCU Portal, Duo, eCampus, hardware and software issues, and more.

## **Land Acknowledgment**

Santa Clara University occupies the traditional, unceded ancestral homeland of the Ohlone and Muwekma Ohlone people. We want to acknowledge this is the land we are learning and working on today. It is important to make this land acknowledgement as living and studying here we never knew the names of the people's land on which we stand. We never knew their celebrations, their wisdom, their sorry or their struggles. We are now just at the beginning of defining what acknowledging means to the Ohlone and Muwekma Ohlone people.

## **Respect for Diversity, Inclusion, and Wellness**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture. Your respectful and constructive suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

## **Gender Inclusive Language**

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see [www.mypronouns.org](http://www.mypronouns.org)

## **Wellness Statement**

Graduate School can be exhilarating, provocative and exhausting all at the same time. Studies for this class will provide an important part of the foundation for your work as a therapist, but your own health and wellness, including your mental health, is equally important. Ask for help when you need it. Lots of folks, including me, are here to support you. These resources may be especially helpful: <https://www.scu.edu/wellness/>

The Wellness center provides resources to aid and promote student well-being. It is home to three student groups: the Peer Health Educators, the Violence Prevention Educators, and the Collegiate Recovery Program: <https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>

Santa Clara students are provided counseling sessions at no cost with Counseling and Psychological Services. Due to COVID-19, in Fall 2020 these services will be offered remotely. See website for details and eligibility: <https://www.scu.edu/osl/culture-of-care/>

If you are concerned for the mental or physical welfare of one of your peers, the [Compassionate and Responsive Educators](#) website provides resources for recognizing and helping someone in distress.

## **Academic Integrity**

It is expected that all Santa Clara University students uphold university policy on academic integrity and subscribe to the ideals of academic integrity. Any act of academic dishonesty, such as cheating or plagiarism, will subject a person to University disciplinary action. Any work (written or otherwise) submitted to fulfill an academic requirement must be a student's original work. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Please make sure that you appropriately cite your sources.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity as needed for assignments and exams. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, including the appropriate use of course sharing sites such as Chegg, see this site created by the SCU Library at <https://libguides.scu.edu/academic-integrity> or visit [www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity).

## **University Resources**

### **Office of Accessible Education: Disabilities Resources**

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education ([oea@scu.edu](mailto:oea@scu.edu), <http://www.scu.edu/oea>) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

Considering the shifting health advisories related to COVID-19, exams may be administered online. Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

### **Accommodations for Pregnant and Parenting Students**

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights. <https://www.scu.edu/title-ix/resources/pregnancy/pregnancy>.

### **Discrimination, Harassment, and Sexual Misconduct (Title IX)**

SCU faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of discrimination, harassment or sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available, I encourage you seek support and report incidents to the Director of Equal Opportunity and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, [bguthrie@scu.edu](mailto:bguthrie@scu.edu). For more information about reporting options and resources at Santa Clara University and in the community, please visit <https://www.scu.edu/title-ix/>. If you wish to speak with a confidential resource, please visit <https://www.scu.edu/title-ix/resources/student/>.

### **Classroom Etiquette**

Please be sure to turn off cell phones, pagers, notepads, etc. when you are in class. It is not appropriate to text message, tweet, internet browse or to engage in any other form of cyber behavior during class. Students engaging in these practices will be identified as not ready to pursue serious graduate study. Most faculty will simply lower the student's grade a full letter.

**This syllabus is a working document for information purposes only. Changes may be necessary due to class needs, unexpected circumstances, student feedback, etc.**

