PCO 4930: LGBT Psychology

INSTRUCTOR: Tyler Hatchel, MA
LOCATION: PSY 0130
CLASS TIME: Thursday 10 – E1 periods (5:10 PM – 8:10 PM)
EMAIL: tylerh42@ufl.edu
OFFICE HOURS: Office hours are by appointment
TEACHING ASSITANTS: Emīls Sietiņš; esietins@ufl.edu
Natalie Brown: natbrown1104@ufl.edu

COURSE DESCRIPTION

The purpose of this course is to introduce students to some of the major issues surrounding sexuality and gender diversity, and how these issues intersect with prominent topics in the psychological and counseling literature. Topics to be explored include: history in psychology, stigma and discrimination, resilience and protective factors, identity development, close relationships, family and parenting, counseling and psychotherapy, intersectionality, among others. We will be examining how these factors may shape the experiences and well-being of individuals who identify as lesbian, gay, bisexual, and transgender (LGBT), among other identities. When possible, we will examine the intersections of sexuality and gender diversity with other dimensions of experience (e.g., age, ethnicity, and religion).

COURSE OBJECTIVES

- To become familiar with psychological conceptualizations of sexuality and gender diversity
- To become familiar with research on sexuality and gender diversity
- To consider the roles of societal views and pressures in shaping the experiences and well-being of diverse LGBT people
- To develop a better understanding of therapeutic considerations when working with LGBT people in counseling and psychotherapy

REQUIRED TEXTS

There is no required textbook for this course. Instead, you will complete weekly assigned readings, which are posted on Canvas. You are responsible for studying all required readings before each class session. Please note that readings are subject to change at the instructor’s discretion.

ALL course readings can be found under the “Files” tab in Canvas.
ASSIGNMENTS

*All assignments will be submitted through Canvas.

- **In class quizzes, 100 possible points.** You will be quizzed on the readings at the beginning of each class. The quizzes are designed to be reasonably easy and to encourage completing the readings as well as attending class. There will be a total of 10 quizzes (10 points each) and the 2 worst scores will be replaced with 10 points. The flexibility is designed to allow for absences due to personal or professional reasons. No more than 2 quizzes can be excused except under extreme circumstances.

- **In class discussion, 25 possible points.** You will be assigned a topic/paper based on preference to discuss in class. Your role will be to engage your peers in discussion with interesting questions and diverse perspectives. This can be more casual and no presentation is required. Feel free to bring your own materials to supplement the process. You will likely co-lead the discussion with peers based on class size and topic. A survey for topic preference will be available online via Canvas. Ideally everyone will be able to discuss their first or second preference. Priority will be given to those who submit preferences first.

- **In class participation, 25 possible points.** You will be given 25 points if you regularly attend class and engage in discussions led by peers. There is a balance between engaging too often and not engaging at all.

- **Midterm Paper, 50 points possible.** For the midterm paper, you will complete a literature review related to a topic of interest within the field of LGBTQ psychology. You may use articles and topics that we have reviewed in class or other topics not addressed in this course. The goal of this paper will be to demonstrate knowledge of research in the area, and to propose new research questions based upon your review. Length: 3-4 pages (12-point Times New Roman font, double-spaced, with 1 inch margins on all sides). *Detailed instructions and a grading rubric are provided on Canvas.*

- **Final Presentation & Paper, 100 points possible.** For the final presentation and paper you will examine a LGBTQ person, a fictional LGBTQ character, or a general depiction of LGBTQ people via media. The topic can be from a book or novel, film, television show, creative work you find applicable, or an important leader within the LGBTQ community. The presentation and paper will incorporate theories and topics we have covered over the course of the semester (e.g., minority stress, resilience, relationships), and present a critical *analysis* of how the frameworks relate to the life of the person/character/community. You should examine both helpful themes as well as potentially problematic issues (assuming they are present). Creativity is encouraged! The PowerPoint presentation should be 10-15 minutes in length (50 points) and the paper should be 4-5 pages (50 points).

  *Detailed instructions and a grading rubric are provided on Canvas.* *(Note- Presentation date depends on your assigned presentation group - see Canvas).*

**Total points: 300**

**Late Assignments:** Late assignments will have 10% of their total points deducted per day (including Saturday and Sunday)
GRADING

Grading is based on your mastery of the material; a curve will not be used on grades. Your final grade is based on the total number of points you have earned. Course grades will be based on the following grading scale (see below). Grades will be posted on Canvas.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>90-92</td>
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<tr>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
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<td>C+</td>
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<td>C</td>
<td>73-76%</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<td>D+</td>
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<td>D-</td>
<td>60-62%</td>
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<td>F</td>
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A grade of “I” (incomplete) is assigned only at the discretion of the instructor. An “I” may be given for work which has been of a passing quality through the academic term but which, for good reason and with approval of the instructor, cannot be completed within the time frame of the semester. Students for whom special circumstances may warrant an “I” must discuss this matter with the instructor before the last day of class.

ATTENDANCE

You are expected to attend all classes. If you must miss a class, please let me know in advance and consult with a classmate about materials covered during that class.

ELECTRONIC DEVICES

Personal electronics such as phones, ipods, e-readers and others are to be OFF during class. Some student effectively use laptops to take notes, others do not. If you fall into the latter category please do not bring your laptop to class. If it comes to my attention that students are not using laptops for in-class/scholarly purposes, I will ban the use of laptops in my classroom. Further, it is inappropriate to read outside material during class time.

ACCOMODATION FOR STUDENTS WITH DISABILITIES

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (http://oss.ufl.edu/). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.
COUNSELING AND STUDENT HEALTH

Students may occasionally have personal issues that arise while pursuing higher education that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling and Wellness Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: http://www.counsel.ufl.edu/ or http://www.health.ufl.edu/shcc/smhs/index.htm#urgent

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789.

ACADEMIC HONESTY

Students are expected to act in accordance with the University of Florida policy on academic integrity. For more details visit: www.dso.ufl.edu/judicial/procedures/academicguide.php. Any student who cheats or helps another student cheat will receive a failing grade in the course. It is vital to remember that all out of class activities are individual assignments. Do not collaborate with others in the class.

RELIGIOUS & CULTURAL OBSERVATIONS

Please check your calendars with the course syllabus. Any student anticipating a conflict in the exam schedule or course schedule due to a religious or cultural observance must contact the instructor as soon as possible so that appropriate arrangements can be coordinated.

SYLLABUS CHANGE POLICY

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with notice.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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</table>
| 1.    | 8.23 | Course introduction  
Syllabus review | |
| 2.    | 8.30 | No Class | |
| 3.    | 9.6  | Biases, prejudice, and stereotypes – a foundation and different perspectives | Friske, 2005  
Haselton, Nettle, & Murray, 2015 |
| 3.    | 9.13 | LGBTQ stigma and minority stress | Meyer, 2003  
Hatzenbuehler, 2009 |
| 4.    | 9.20 | Strengths  
Resilience | Vaughan & Rodriguez, 2014  
Meyer, 2015 |
| 5.    | 9.27 | Romantic relationships  
Families & parenting | Peplau & Fingerhut, 2007  
Biblarz & Savci, 2010 |
| 7.    | 10.4 | Identity development  
Peer relations | Bilodeau & Renn, 2005  
Poteat, 2016 |
| 8.    | 10.11 | Counseling & psychotherapy:  
LGBQ | APA, 2011  
Pachankis & Goldfried, 2013 |
| 9.    | 10.18 | Counseling & psychotherapy:  
Transgender | APA, 2015  
O'Shaughnessy & Speir, 2018 |

Midterm paper due
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| 10. | 10.25 | **Transgender youth: Integrated care and clinical dilemmas**  
Edwards-Leeper et al., 2017  
Drescher & Pula, 2014  
Tishelman et al., 2015 |
| 11. | 11.1 | **Populations**  
Bisexual  
Intersex  
Asexual  
Israel, 2018  
Roen & Pasterski, 2014  
Bogaert, 2006 |
| 12. | 11.8 | **Intersectionality**  
LGBT people of color  
Religion/spirituality  
Aging  
Balsam et al., 2011  
Schuck & Liddle, 2001  
Choi & Meyer, 2016 |
| 13. | 11.15 | **Final presentations** |
| 14. | 11.22 | **HOLIDAY** |
| 15. | 11.29 | **Final presentations**  
**Final paper due** |