



**President's Column: . . . To See What Condition My Condition Was In**

**By Randy J. Georgemiller**



Some of you might even remember that Kenny Rogers and the First Edition psychedelic song from the late 1960s. Besides conjuring up images of bell-bottoms, bad mustaches, and big hair, the song title is meant to introduce you to the Presidential Theme for 2008–2009. I hope to enlist the Executive Committee, Division 44

members, and our allies to spotlight the condition of the health and mental health of our community. The formal title for this year's initiatives is: Living Well: Advancing Competent, Available and Accessible Healthcare For the LGBT Community. Here are a few of the preliminary plans for promoting this theme.

With the assistance of my colleague, Colleen Fairbanks, we have compiled a list of LGBT-relevant health care facilities, advocacy organizations, and individuals who we have invited to join with us. They have been encouraged to submit

articles for the yearlong special health section in the Newsletter, advertise in our Newsletter, and collaborate with us for convention programming.

Braden Berkey and Kevin Osten have agreed to Co-Chair the Health Initiatives Task Force (HIT) to assist with implementing the theme. Please refer to their article in this edition of the Newsletter to read about their plans and how you can join in.

With the assistance of the Division 44 Aging Task Force Co-Chair, Liz Asta, and the Youth and Family Committee Co-Chair, Richard Sprott, we provided written and oral comment at the Healthy People 2020 Regional Meeting held in Chicago in April. We plan to coordinate efforts with APA's Office of LGBT Concerns and Public Interest Government Relations, the National Coalition for LGBT Health and other like-minded organizations to influence this science-based, 10-year national health initiative to increase the quality and years of healthy life and elimination of health disparities for our community. For more information about HP2020, go to [www.healthypeople.gov/hp2020/](http://www.healthypeople.gov/hp2020/).

Our comments were in support of the following HP2020 goals: (1) Achieve health equity, eliminate disparities and improve health of all groups; (2) Eliminate preventable disease, disability, injury and premature death; (3) Create social and physical environments that promote good health for all; and (4) Promote healthy development and healthy behaviors across every stage of life.

With the focus on two vulnerable groups within our community, older and younger LGBTQ individuals, targeted and brief literature summaries about the health and mental health needs of these groups were provided to the HP2020 Committee. Following are excerpts.

Research supports the assertion that Older Lesbian, Gay, Bisexual and Transgender (OLGBT) individuals experience high levels of concern when facing housing or long-term care decisions. Older gay men specifically worry about discrimination in health care, housing, and long-term care. In addition to the above-mentioned hardships experienced by OLGBT individuals, research has also documented discrimination from staff workers in different kinds of residential care facilities.

The experience of Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) youth present a number of distinctive health and developmental concerns. Studies show that LGBTQ youth are at significantly higher risk for suicide attempts and depression, addiction and abuse of drugs, alcohol, and tobacco, stigma presenting as psychosocial stress and as a barrier to quality healthcare, violence and bullying in

**In This Issue...**

National Multicultural Conference and Summit.....	<a href="#">2</a>
Gender Identity and Gender Variance Task Force .....	<a href="#">3</a>
From the Newsletter 5, 10, 15, and 20 Years Ago.....	<a href="#">4</a>
CA Psychological Association Opposes Prop. 8 .....	<a href="#">5</a>
First Person History—Harold D. Kooden .....	<a href="#">6</a>
Book Reviews	
The Bishop's Daughter: A Memoir .....	<a href="#">8</a>
Gay Affirmative Therapy (Not!) .....	<a href="#">9</a>
Health Disparities of Gay and Bisexual Men.....	<a href="#">10</a>
Coming Out and Disclosures .....	<a href="#">11</a>
Division 44 Award Winners.....	<a href="#">13</a>
Fellows Approved for Division 44 .....	<a href="#">17</a>
Scholarship Award Winners .....	<a href="#">20</a>
APA Convention Presentations	
Sexual Orientation and Ethnicity.....	<a href="#">21</a>
Student's Perceptions of Professors .....	<a href="#">22</a>
Social Justice and LGBTQIA Advocacy.....	<a href="#">23</a>
Revising Guidelines for Psychotherapy .....	<a href="#">25</a>
Announcements.....	<a href="#">30</a>
Transition Task Force Survey.....	<a href="#">32</a>
Committee Reports.....	<a href="#">33</a>
Erratum—Missing References for Prince Article .....	<a href="#">35</a>

schools, homelessness, and sexual risk-taking and higher risks of STIs/STDs.

As examples of some of the above issues, the Gay, Lesbian and Straight Education Network (GLSEN) has conducted research on LGBT youth in schools, and has found the following: When asked about school attendance in the past month, 32% of LGBT youth miss school because of feeling unsafe. Seventy-five percent report hearing homophobic remarks in school on a daily basis. Fifty-one percent of LGBT youth, or youth with LGBT parents, report feeling unsafe at school because of perceived sexual orientation or related to their family constellation. Seventeen percent experienced physical harassment or assault due to sexual orientation, gender expression, or family constellation, within the past year.

To address the distinctive health risks within these populations, several recommendations were offered for inclusion in HP2020, which are consistent with the project's mission and goals:

- Standardize the inclusion of sexual orientation and gender identity as a variable in research protocols to improve data collection regarding the needs of older and young LGBT individuals to enhance evidence based interventions.
- Develop and implement continuing education modules for health care workers and social service staff working in senior public housing, long-term care, assisted living, and residential care facilities sensitizing them to affirmative approaches to sexual orientation and sexual identity when working with the Older LGBT population.
- Support targeted mental health interventions for Older LGBT persons to address the emotional distress and isolation that result from social stigma and prejudice.
- Develop and implement continuing education modules for health care workers and educators sensitizing them to

affirmative approaches to sexual orientation and sexual identity among youth.

- Support targeted mental health interventions for LGBTQ youth to address the higher rates of depression, self-harm, chemical dependence, and tobacco dependence within this population.

Our contribution to the APA Convention in 2009 in Toronto will bring together practitioners, researchers, and advocates to focus on LGBT health promotion and risk reduction.

I hope that by glimpsing some of the plans that are being implemented for the coming year, you will continue your support for the activities of the Division and will join with us to fulfill the mission of Division 44, whether in the areas of science, education, practice, or advocacy. There is great vitality among the leaders of this Division and I invite you to join with us to achieve the goal of "Living Well." I speak for all of the members of the Executive Committee when I say, we look forward to hearing from you and including you in the life of the Division.

In closing, my heartfelt thanks to Ruth Fassinger, our outgoing President, who has infused the Division with her passion for the work ahead. My gratitude to Christopher Martell, our outgoing Past President, who has always been the steady hand at the helm and has been our institutional memory when we needed to rely on precedent to guide us. Lastly, a warm welcome to Bonnie Strickland, our President Elect. Undoubtedly, we will benefit from her extensive background in APA governance.

Do not hesitate to contact me with questions, concerns, compliments (always appreciated), and yes, even complaints. I am very accessible by e-mail, [georgemill@aol.com](mailto:georgemill@aol.com) or by office phone at 847-696-1100. You may also request a list of relevant readings related to this column.

## **The 2009 National Multicultural Conference & Summit Set to Commemorate the 10-Year Anniversary of the Newport Beach Meeting**

In the 1990s, many leaders within the American Psychological Association believed that the profession was not adequately responding to the needs of racial and ethnic minority communities. Consequently, four leaders in multicultural psychology—Rosie Bingham, Ph.D. (Division 17), Lisa Porché-Burke, Ph.D. (Division 45), Derald Wing Sue, Ph.D. (Division 45), and Melba Vasquez, Ph.D. (Division 35)—decided to bring together researchers and practitioners for a two-day conference in Newport Beach, CA, in 1999. The conference was called the National Multicultural Conference & Summit (NMCS), and the delegates focused on developing culturally appropriate practices with racial and ethnic minorities; engaged in difficult dialogues on the intersection of race, gender, and sexual orientation; forged alliances between divisions for political action and social advocacy; and proposed strategies for the profession to recruit more racial and ethnic minorities and to prepare students adequately to address the needs of diverse groups.

Originally there was no intent to make the NMCS a biennial meeting. Yet, the success of the first NMCS and the important proposals that arose from that meeting led the four founders to organize a second conference in Santa Barbara, CA. It was in the planning for the 2001 NMCS that Division 44 was invited to become a host division of the NMCS. Steven E. James, Ph.D., served as the first coordinator for the Division.

Since then, the Division has been an active player in helping to raise awareness of the role that sexual orientation should play in multicultural psychology. Over the years, numerous keynote addresses, symposia, workshops, and poster presentations have focused on conducting research and engaging in therapy with lesbian, gay, and bisexual people. While there have been some missteps in previous NMCS meetings (e.g., the inclusion of a reparative therapy session at the 2005 NMCS), such incidents have served both to sensitize attendees to the effects of bigotry and to fortify relationships with allies in the field.

Given the location of the 2009 NMCS—New Orleans, LA—the coordinators decided to focus on the role that multicultural psychology plays in social justice and community based interventions. Five keynote speakers will address some aspect of the conference theme: (1) Patricia Arredondo, Ed.D., will talk about working with immigrant communities, (2) Linda Mona, Ph.D., will address sexual health issues among persons with disabilities including the latest research on the topic, (3) Gargi Roysicar, Ph.D., will discuss her work in the wake of natural disasters, (4) Rev. Jaime Washington, Ph.D., will focus on resolving the conflict between one's religion, racial identity, and sexual orientation, and (5) Lisa Porche-Burke, Ph.D., will highlight the history of the NMCS and where the state of multicultural psychology is 10 years after the first NMCS. Division 44 has also assembled a 75-minute symposium to discuss the needs of the transgender community. Presenters will provide a theoretical understanding of transgender identities, issues about the inclusion of Gender Identity Disorder in the *DSM-V*, a review of the biological research examining the developmental roots of gender identity, and the findings of the APA Task Force on Gender Identity and Gender Variance.

Registration for the 2009 NMCS is now open. Hotel and registration information can be accessed at their Web site ([www.multiculturalsummit.org](http://www.multiculturalsummit.org)). As an added bonus, the Association for Psychological Science ([www.psychologicalscience.org](http://www.psychologicalscience.org)) will be offering free one-year memberships (which includes subscriptions to their newsletter and four scholarly journals) to all registrants. Early bird registration ends December 5, 2008. Please register early, as there are a limited number of spaces.

—Francisco Sánchez, Division 44 NMCS Coordinator

### Gender Identity and Gender Variance Task Force Successful

The APA Task Force on Gender Identity and Gender Variance completed its mission after more than two years of work. The Task Force consisted of Margaret Schneider, Chair, Walter Bockting, Randall Ehrbar, Anne Lawrence, Katherine Rachlin, and Kenneth Zucker. APA staff who assisted the Task Force were Clinton Anderson and Charlene DeLong. The six-member task force reviewed the scientific literature as well as APA policies regarding transgender issues. It was also charged with developing recommendations for education, professional training, and further research into transgenderism, and with proposing how APA can best meet the needs of psychologists and students who identify as transgender or gender-variant. The full text of the task force report, which was officially received by Council August 14, is available from the APA Public Affairs Office and online: [www.apa.org/pi/lgbc/transgender/2008TaskForceReport.pdf](http://www.apa.org/pi/lgbc/transgender/2008TaskForceReport.pdf).

As a direct result of the task force's work, APA added gender identity to its nondiscrimination policy earlier this year. This builds upon prior adoption of gender identity nondiscrimination language in APA's bylaws, Code of Ethics and its Guidelines and Principles for Accreditation of Professional Programs in Psychology. In addition, the task force developed a brochure, *Answers to Your Questions about Transgender Individuals and Gender Identity* ([www.apa.org/topics/transgender.html](http://www.apa.org/topics/transgender.html)), which APA published in 2006 and is available on its Web site. One of the most important Task Force products is the Resolution on Transgender, Gender Identity, and Gender Expression Non-Discrimination ([www.apa.org/pi/lgbc/policy/transgender.pdf](http://www.apa.org/pi/lgbc/policy/transgender.pdf)) adopted by Council August 18, 2008. This wide ranging resolution, among other things, urges psychologists to take a leading role in ending discrimination based on gender identity, calls upon the profession to provide "appropriate, nondiscriminatory treatment to all transgender and gender-variant individuals" and encourages more research into all aspects of gender identity and expression. The resolution also calls on APA to:

- support legal and social recognition of transgender individuals consistent with their gender identity and expression,
- support the provision of adequate and medically necessary treatment for transgender and gender-variant people,
- recognize the benefit and necessity of gender transition treatments for appropriately evaluated individuals, and
- call on public and private insurers to cover these treatments.

The Task Force made a number of recommendations for next steps. It is now the responsibility of the CLGBTC and other interested parties within APA, such as Division 44, to carry out some of these recommendations. Recommendations include:

- APA should encourage training programs and graduate internships to welcome and support transgender and gender-variant people;
- APA should develop separate practice guidelines for transgender clients;
- APA should encourage more research into gender identity and expression, including the reliability and validity of diagnostic criteria for gender identity disorders; and
- APA should advocate for antidiscrimination protection for transgender people in jurisdictions that lack such laws.

With regard to research, the task force listed a series of recommended areas of focus, including social stigma and public attitudes toward gender identity; identity development, including prospective studies of children and adolescents; the process and outcome of transgender-specific health care; and the variables associated with the efficacy of sex reassignment.

The Task Force has provided us a strong base to move forward from and it is now up to us to follow through.

—Randall Ehrbar, APA Task Force on Gender Identity and Gender Variance

## From the Newsletter 5, 10, 15, and 20 Years Ago

### Fall 2003

Judith Glassgold, President, began her column noting that this summer the U. S. Supreme Court struck down sodomy laws, the Ontario Appellate Court (Canada) affirmed the right of same-sex couples to marry, and the Episcopal Church elevated V. Gene Robinson to Bishop.

The Presidential Address by James Fitzgerald, "Engaging with Abraham, Jesus, Mohammed, and Buddha: Igniting Conversation between Religions and the LGBT Community" was reprinted. It concluded: "We need to educate them, not allow them to dictate wrong beliefs to us. We are the experts!"

The Membership Committee thanked Deborah Liddi Brown for her extended term as co-chair. Kate Kominars is the new co-chair, serving with Christopher Martell.

Robb Mapou reported continued good attendance at the annual fundraising dinner at the Toronto convention.

The Committee on Lesbian, Gay, and Bisexual Concerns had a database entry form for Division members interested in nominations to APA Boards, Committees, and Awards.

Jelica Todosijevic, Scrivener Award Recipient, summarized her research on "Relationship Satisfaction, Coping, and Stress in Same-Sex Couples with Civil Unions."

Nicole A. Noffsinger-Frazier, Malyon-Smith Award winner, reported on her study, "The Role of Religious Orientation, Depression, Personalized Homonegativity, and Religious Conflict Among LGBT Individuals."

### Fall 1998

Steven E. James, President, noted his theme for the year is the reaffirmation of the Division's commitment to the issues of youth and families. He reported that Randy Georgemiller and Davina Kotulski are the new Public Policy Committee co-chairs.

Barry Chung, *Newsletter* Editor, noted the pullout ballot for the Division 44 Mission Statement and a Member Satisfaction Questionnaire. He also printed his first poem written in English, "Be All That We May."

Division 44 is co-sponsoring the National Multicultural Conference and Summit that will take place in January.

Christine Browning's Presidential Address, "We Are Families: Lesbian, Gay, and Bisexual Men and Women Expanding the Definition of Families" was reprinted.

Richard Savin-Williams reviewed empirical and clinical issues related to the topic of children, youths, and families in an article titled, "Parental Reactions to Their Child's Disclosure of A Gay/Lesbian/Bisexual Identity."

Laura Anderson and Brian Parks summarized the APA Graduate Student's Committee on LGB Concerns' discussion hour on the "Academic Climate for Lesbian, Gay, and Bisexual Students in Psychology." Students described subtle rather than overt discrimination, the importance of role models, and often feeling isolated.

Connie Chan received the APA Committee on Lesbian, Gay, and Bisexual Concerns Outstanding Achievement Award in recognition of her scholarship and leadership.

### January, 1994

Olivia Espin, President, noting the difficulty writing a "chatty" commentary in English, reported that she had appointed the co-chairs of the new Science Task Force: Allen Omoto, Suzanna Rose, and Frank Wong.

Craig Kain, *Newsletter* Editor, noting the delay in publishing this issue (due to fires and earthquakes in California), introduced new features including papers and presentations, and Ariel Shidlo as the Features editor.

Douglas Kimmel, APA Council Representative, reported three significant actions: a resolution on GLB youth in the schools, a resolution on the referendum in Colorado, and extension of the ad-hoc Committee on Psychology and AIDS.

Karen Jordan announced that Ken Swartz has become the new co-chair of the Student Committee and that the students performed a vital role in making the suite run smoothly at the recent Toronto convention.

John Gonsiorek's Presidential Address, "Challenges to Maintaining Personal and Professional Integrity in Lesbian and Gay Affirmative Psychology" was reprinted. He reminded the audience that: "We got into this to change the world, to make it better than it was for us."

Anthony R. D'Augelli published an article titled, "Attending to the Needs of Our Youth" in the *Newsletter* series Focus on Lesbian, Gay, and Bisexual Youth.

### November, 1988

Laura Brown, President, serving the first half of Alan Malyon's term, noted that Adrienne Smith, who "role-modeled me through graduate school at a time when she was just about the only openly lesbian Ph.D. in psychology I knew," will become President in January. She thanked Greg Herek for his work as program chair.

A memorial tribute was paid to Richard S. Berzok, Ph.D. (1946-1988). His lover, Greg Herek, and his mother, Dorothy Berzok, were with him when he died.

Laura S. Brown's Presidential Address, "New Voices and Visions: Toward a Lesbian/Gay Paradigm for Psychology" (1988) was reprinted. She spoke of several themes in lesbian and gay reality, including "biculturalism," "marginality" and "being normatively different" which leads to "normative creativity, the ability to create boundaries that will work where none exist from tools that may be only partially suited to the task."

Douglas C. Kimmel's Presidential Address, "Lesbians and Gays Also Grow Old" (1987) was reprinted. He concluded: "If you live long enough, you also will be old. . . . The opportunity that gay aging provides, no matter what age we are, is to live all the years of our lives with the integrity and courage of the pioneers that we are."

Barbara Sang, Adrienne Smith, and Joyce Warshow are editing a book on middle-aged lesbians. Contributions to the anthology should be sent to Warshow, who is also seeking women age 40-55 to fill out questionnaires.

## California Psychological Association (CPA) Takes Position Opposing Proposition 8

James A. Peck, Co-Chair, CPA Governmental Affairs Committee

Earlier this year the California Psychological Association (CPA) joined the American Psychological Association, the American Psychiatric Association, and the National Association of Social Workers and its California chapter in filing an amicus brief with the California Supreme Court on the subject of same-sex marriage. The amicus brief provided extensive psychological research on key points relevant to the issue, and this brief was the only brief cited (out of the 45 amicus briefs the Court received) in the Court's opinion in *re Marriage Cases* issued on May 15, 2008 that struck down California's ban on same-sex marriage. In *re Marriage Cases* resulted from the courageous step taken by San Francisco Mayor Gavin Newsom to begin performing same-sex marriages in 2004.

Before the court decision, opponents of same-sex marriage had already begun a signature-gathering effort on a petition to place on the November ballot an initiative that would in effect overrule the Court's decision, if it did in fact strike down the ban on same-sex marriage. The original title of the petition was intentionally vague: "Limit on Marriage—Constitutional Amendment." It consists of a single sentence: "Only marriage between a man and a woman is valid or recognized in California." After the measure qualified for the November election as Proposition 8, former California Governor and current Attorney-General Jerry Brown amended the title of the measure to "Eliminates Right of Same-Sex Couples to Marry—Initiative Constitutional Amendment." When the Proposition 8 supporters challenged the name change in court, the Attorney-General's office argued that in the time since the petitions were originally circulated, the California Supreme Court had made same-sex marriage legal, and thus the initiative would now be repealing an existing right. The name change was upheld by a judge and then by the 3rd California Court of Appeals, which refused to hear the appeal brought by Proposition 8 supporters.

CPA President Miguel Gallardo, Psy.D., and Executive Director Jo Linder-Crow, Ph.D. spearheaded the effort to have the CPA sign on to the amicus brief in the Supreme Court case and were honored with a Division 44 Presidential Citation at the APA Convention in Boston. Within a week of returning to California, I requested that our Governmental Affairs Committee recommend to the Executive Committee of our Board of Directors that CPA take an official and public position opposing Proposition 8. Since we had supported the right of same-sex couples to marry in *re Marriage Cases*, it seemed logical that we would oppose a measure designed to overturn the decision in that case. A week later, the Executive Committee voted in favor of taking the "oppose" position, and on September 10th we sent an e-mail message to our approximately 4,000 members informing them of the decision.

My description of this process may make it sound like this was a relatively simple task, and in some ways it was. It is still not easy, however, to convince a professional psychological association to take a public stand on what is perceived to be a "social issue," and there is always a small but vocal minority who vehemently oppose it. That it is possible at all is due in large part to the incremental work that many of us have done over the last decade. When I served as the graduate student representative on the CPA Board of Directors from 1998-2000, the very first motion I introduced was a request for the Association to take a position of public support of ENDA, the Employment Non-Discrimination Act, which would prohibit discrimination against employees on the basis of sexual orientation. After a rather lively discussion, my motion carried the day; unfortunately, ENDA has still not made it through the U.S. House and Senate.

Public policy change is often a protracted process. It requires patience, ground-laying, and alliance-building. Perhaps because of this, and the increasing cynicism about government in general after the debacles of the past eight years, few people choose to engage in the process. Yet each of us, whether student, early career psychologist, or respected elder, has the ability to bring about change. In the immortal words of Margaret Mead, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has."

*Editor's Note:* Randall Ehrbar, Division 44 Member at Large, sent this additional comment:

When I had a chance to meet with Jim Peck at Convention this August and hear about the work he has done with the California Psychological Association (CPA) in affirmatively addressing same-sex marriage, I was very interested and excited. One of the aspects of his work that I had not fully appreciated before attending the Public Policy Committee meeting where I met him was that state associations are often faced with balancing their resource allocation among pressing guild issues; so it can be difficult to justify taking action on issues which are perceived as "just" about social justice. Because of this, it is important for state associations to hear from their members that these issues are an important part of psychology.

I resolved to join CPA because of its stance on same-sex marriage, and I sent them a letter explaining that this is why I did so. I also emphasized that as an early-career psychologist working for a non-profit agency this was not a budgetary decision that I took lightly. I received a very warm and welcoming e-mail response from Jo Linder-Crow, the Executive Director of CPA, and she told me that she also shared my letter with Miguel Gallardo, the current CPA president. It's nice to know that even such a small action as my letter did attract the attention of CPA leadership and will help CPA to continue its advocacy work. I hope that perhaps sharing this story will encourage others to send similar letters to their state associations as appropriate.

## First-Person History

Harold D. Kooden

As one of the original and surviving gay male elders of activism in gay psychology at age 71, my personal reason for writing this detailed account is to show you how I was influenced by events in my life starting as a gay teenager and eventually becoming a proudly gay and vibrant old man. I wanted to trace for you how events seemed to push me along a path so that my personal, professional, and political life continually intersected. Hopefully, my roadmap will influence future activism. The activism in the past was focused on community building and creating institutions of which we are now a part. Maybe the activism of the present and future incorporates education beyond our community so as to make all of these institutions more effective.

In recounting my history of activism, I have asked what pushed me towards being an activist. I would say the primary one was my being arrested in 1951 for being a 14-year-old gay teenager—it was a case of illegal entrapment in which the police and court system colluded. I learned early about the hostility of the police and unfairness of the legal system towards gays. I was already aware of my family's homophobia. When I turned 18 and was no longer a ward of the court, I left home to live an openly gay life style. I worked and eventually went to college after being encouraged by my partner and his friends.

In college, a significant event was when I read *On Liberty* by John Stuart Mill. This presented an alternative perspective on politics, human rights, and human relationships that stimulated and satisfied me. With this new knowledge, I volunteered with the ACLU and began to learn about the world of activism. Later, in an externship program at the Municipal Court in Chicago, I saw how black teenagers were treated with the same hostility and unfairness that I had experienced years earlier. That experience showed me clearly that others were oppressed too, although I did not have the language for that awareness. This also began my life long support of the civil rights movement. In the early sixties, my readings exposed me to global politics and the USA's war in Vietnam, which also led to another life long involvement in the anti-war movement. I brought this global perspective to my LGBT activism when I later (1985) started working with the International Lesbian and Gay Association (ILGA), a global federation of worldwide LGBT organizations.

I changed my objective of becoming a psychiatrist when I discovered a unique doctoral program at the University of Chicago, the Committee on Human Development. Its approach encompassed psychology, anthropology, sociology, and biology as well as clinical psychology. The essential emphasis was on viewing the person as a biological and psychological being within a social and political context over the

entire life span. After graduation in 1967, I moved to New York City to start my clinical psychology internship in the only program there that had a community health component. My eventual goal was to combine my global interests, professional training, and political perspective by working in the United Nations.

While in my first job, I joined a fledgling organization, Psychologists for Social Action (PSA), while initially anti-war, its main focus was on making the American Psychological Association (APA) more responsive to its membership and to become a less closed and more democratic institution. At work, I became involved in a protest on working conditions at our hospital and community mental health center. This resulted in a six-week suspension of workers, including professionals. Early during the protests, arrests were scheduled and I was asked to



Harold Kooden, right, with life partner, John

be one of those arrested; this resulted in a life-altering decision. Though I was in the closet professionally, I did not hide the fact that I was gay, especially if I were asked. I was more fearful that my professional career would end once I was labeled as a protesting activist. So after a sleepless night of heavy deliberation, I decided that, if not now, when? I had crossed a point where I knew I had to stand by my principles. (I had not yet realized that being openly gay was also a matter of principles!) Instead of being arrested, I became one of the leaders of this movement. Later, coming out professionally was much easier as I had already taken this important step of risking all for my beliefs. Ironically, taking this position thrust me into a national position of leadership in the psychologist's activist movement, which I held for three years.

In 1970, while still being a national co-chair of PSA, I came out professionally while involved in the radical mental health and mental patient's movement. Working with Psychologists for Democratic Society, the Mental Patients Liberation Front, and the Mental Patients Political Action Committee not only furthered my activism but also challenged many of my concepts about the "gate keepers" of the mental health system. I began to understand how the mental health system could be used to oppress people.

Another significant influence on my thinking as a clinical psychologist was the women's movement in psychology and the new feminist paradigm which focused on aspects of the power issues inherent in the therapeutic relationship: another intersection of how my clinical practice was changed permanently through my activism. This new perspective also showed me how, as a white male, I still came from a position of entitlement, all the while feeling discriminated against as a gay man. (As a side note, the women's caucus of PSA formed the skeleton of the women's movement within APA, which

eventually resulted in the Association of Women in Psychology.) I learned about coalition building and networking when, as PSA co-chair, I attended national meetings of other chairs of radical health and mental health organizations. My first effort at organizing a conference resulted in the first radical mental health gathering in the USA. When I came out professionally at this conference much to my own surprise and shock, I lost no credibility or respect from the attendees—another lesson learned. All this knowledge and experience is what I brought with me when I finally began to immerse myself in the gay movement in psychology in 1971.

In New York City, I began volunteering with Identity House, a lesbian/gay peer counseling service. A few of us organized a support group of gay psychologists, which eventually marched in the gay pride parades. It was clear that the next step was a national organization. In 1973, I went to the APA conference with the intention of making this happen by connecting with a west coast group who had the same idea. We formed the Association of Gay Psychologists, which later added “Lesbian” and became ALGP. Since the American Psychiatric Association had already declassified homosexuality as a mental disorder, we felt it was time for our APA to take a similar stance. As a board member of ALGP, I was selected to be the first openly gay psychologist to speak to the APA Council of Representatives on this new perspective on homosexuality. We had friends supporting us from PSA, Division 9 (Society for the Psychological Study of Social Issues, SPSSI), and the APA Board of Social and Ethical Responsibility for Psychology (BSERP). (One of the results of PSA pressuring APA for years was the creation of the BSERP!) Not only did APA affirmatively vote for our position but it created and funded the Task Force on the Status of Lesbian and Gay Male Psychologists, of which I was the first chair. Though APA was one of the largest and wealthiest mental health associations in the world, we still had to raise our own funds to do the actual research for which we were created; ALGP raised the monies for this research, an irony not lost on us.

This Task Force had a significant impact both inside and outside APA. During the five-year duration of the Task Force, we were given all the APA gay and lesbian issues. It became evident to APA that a standing committee was needed for this job. This was how the APA Committee on Lesbian, Gay, Bisexual, and Transgender Concerns was started. It became clear to us in ALGP and the Task Force that the next step was to start the process of creating a lesbian and gay division within APA. I was on both the original steering committee for the creation of this division as well as the first executive committee of Division 44, The Society for the Psychological Study of Lesbian and Gay Issues. We chose this long name to honor SPSSI, which had been an early and constant supporter of us.

While on the Task Force, I continued meeting with other organizations with which I had been involved in the PSA coalition. It was at this time that gay and lesbian caucuses were developing within other professional organizations, specifically health and mental health associations. The Task Force was a model for these caucuses as it was the only legitimate and funded gay and lesbian group within a professional mental health organization. For years, this coalition of lesbian and gay caucuses met regularly and we eventually formed the National Gay Health and Education Foundation

(NGHEF) whose purpose was to put on national and international educational conferences and to expand our networking. All this was during the 1970s and was a time of exhilaration for all of us. Not only did we meet often but we also became friends. It was a battery-recharging-time for us as we were simultaneously involved in the local gay pride marches and creating a national movement of lesbian and gay health and mental health workers. Our activism brought together our intellectual, professional, social, and political lives in a very exciting way where we continually supported each other so that we felt we were part of a national community.

When NGHEF decided to have the first annual health conference in 1978, we felt that awards were an appropriate way to acknowledge people who had helped our movement. As a psychologist, I proposed that we should honor Evelyn Hooker, a psychologist who in 1957 had scientifically proven that gay men were not mentally ill. She was relatively unknown to our community and other foundation members. I was very gratified that this began her public recognition which continued until her death. These conferences were held annually and eventually coincided with the national leadership conferences conducted by the National Gay and Lesbian Task Force. In 1982, we convened in Dallas and brought together disparate and scattered AIDS activists for their first national meeting. The 1983 conference in Denver resulted in the creation of the National People with AIDS Coalition. What is usually not recognized is that one reason for the fast emergence and effectiveness of the national AIDS movement was that it utilized an already existing gay and lesbian institutional and health network. Most of these earlier LGBT activists became AIDS activists, though the vast majority of AIDS activists had no prior activism history.

Throughout all this activism, I never lost sight of the fact that I was a psychologist and had a particular perspective to bring to my activism. We do have something unique to contribute as we understand that people do not live in a vacuum and are influenced by the society around them. When the New York State Psychological Association established a LGBT committee I was the first chair. Interestingly, the International Lesbian and Gay Association (ILGA) with which I have been involved since 1985 was started in 1978 in Europe with psychologists being their largest professional group.

You may wonder how I was able to sustain this continued activism. An event happened in the late 1970s, which helps to answer this question. I was attending a Gay Academic Union conference where I had participated as a workshop leader, workshop attendee, gay man, psychologist, activist, etc. As I left the building at the end of a very long day, I was profoundly aware that I had spent the day feeling as a whole person without any feeling that part of me being hidden or left outside. It was a first moment for me where I felt totally whole and equal to anyone else. I recognized that it took me almost forty years to have that first moment and it felt so good. I wanted everyone in my community to have this feeling, but at an earlier age; I would devote myself to accomplishing that goal. That was an inspirational moment and has sustained me throughout the years, no matter the content of my involvement.

Since my activism was not separate from my personal life, it has never prevented me from having a very full life as a gay man. I too became a gay widower in 1990, three years after finding out that I was also HIV positive. When I received a

diagnosis of AIDS in 1993, I went on disability and used the time to start working on articles on aging, developmental theory and the gay experience. Eventually these became a self-help book on successful aging for gay men, *Golden Men: The Power of Gay Midlife*. Given my interest in aging issues, I have put my activism efforts into Services and Advocacy for GLBT Elders (SAGE) in working on the upcoming national conference and in a consultative capacity on various projects.

Originally my work was focused on mutual support within our community, which later evolved into creating supportive institutions, such as Division 44. Now moving out into the broader society is necessarily the next step that many of you may have already taken. Thus, there is now a different kind of activism that is grounded in what went before. An example is the next SAGE conference, cosponsored with AARP, which is focused on educating and skills building in the wider community dealing with elders.

I learned early in my career that being true to me was essential and there never was any turning back. Though I am basically retired from my practice, I have not retired from my activism. For example, I have had to confront my own subtle and internalized racism, since my partner, John, is the first black man with whom I have had a partnered relationship. He is also retired and has returned to his passion, painting,

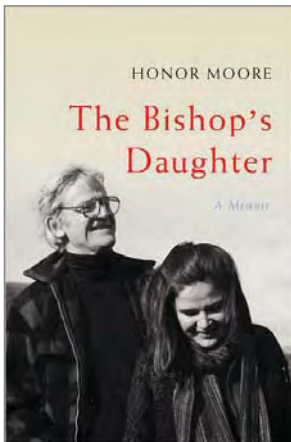
while I literally attend to my oasis, my roof garden. Our lives are rich, as we can do the things we enjoy, which include world traveling, deep friendships, socializing, and theater. I have been in good health since the 1990s and only use alternative health measures.

I feel I have been and continue to be a significant role model of a psychologist whose professional life is an integrated one in which being openly gay has been a very positive experience. When I was in my twenties, I had a dream of wanting to work for the United Nations in helping developing countries create their own mental health programs. These programs would incorporate these indigenous techniques and philosophies while using our “more developed” techniques of administration and development. My dream has come true but in a different form. It did not take the form of a “developing country” nor “indigenous people” as I so naively thought. The realization came to me that it was the LGBT community that was my “developing country” and that we had created our own definitions of mental health. I have helped “my own people” to create their own mental health system with qualified practitioners and recipients. I have shown that being an openly gay psychologist has been a life enhancing experience, and I proudly claim to be “one of the first elders” of our psychological community.

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## Book Reviews

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### **The Bishop's Daughter: A Memoir**

Honor Moore. New York: W.W. Norton & Co. 2008, 365 pp.

Honor Moore's memoir is a meditation on three themes: the relation of a daughter to her parents; the trajectory of two people's sexual lives—hers and her father's; and the relationship between sexuality and religious feeling. The “bishop” of the title was Paul Moore, the Episcopal bishop of the diocese of New York from 1972 to 1989. With his headquarters at the Cathedral of St. John the Divine situated in Manhattan four blocks from the main campus of Columbia University, Paul Moore, together with James Morton, the Dean of the Cathedral, made the huge Romanesque and Gothic pile on Amsterdam Avenue an outreach center for a racially, culturally, and economically mixed community.

Born to wealth and privilege, Paul Moore, though described by a colleague as “a prince of the church,” spent his professional life as a liberal activist, advocating on behalf of the underprivileged and for social justice. Married for most of his adult life—to two different women—he was also bisexual. His daughter only discovered this fact about her father when he was seventy-one years old. By that time, Honor herself had had both male and female lovers. She came of age when American culture was cracking open. Martin Luther King marched in Selma—and her father with him. The Vietnam War and the protests against it polarized the country. The feminist movement challenged the traditional balance of power between the sexes.

Her introduction to feminism coincided with the death of her mother and a newly felt intensity of love for this woman to whom, as the eldest of nine children, she had never felt close enough. As the personal and the political converged for her, she became partnered with the first of several female lovers. Though she had previously had relationships with men of her own age, the two men with whom she had the longest relationships were eighteen and twenty years older than herself. She does not disclose the number of therapists that she had, but it is clear that she spent many hours in therapeutic self-reflection. The result is a story that breathes with an inner life as its narrator tenderly discloses her gradual discovery of the inner life of her parents and, in doing so, reveals her own.

How did Paul Moore reconcile his sexual life with men with his life in marriage with two women and with the history of Christian homophobia? The answer is: imperfectly. He never acknowledged his homosexual feeling to his first wife. Yet, she confided to a friend, as she prepared to separate from her husband, that he was homosexual and the unhappiest man that she knew. Yet, he said that he had never been in love with a man, and that he regarded his homosexual attraction as an addiction. In this, he reflected the times in which he had come of age. However, if his judgments about himself reflected those times, the



religious persona that he presented to the world was groundbreaking. He ordained one of the first woman priests in the Episcopal Church. The fact that she was also an open lesbian made it a doubly controversial and courageous act.

His inner spiritual self seemed to have forged ahead of his cultural self when he said that, in the human psyche, religious emotion and sexual feeling came from “the same mysterious, undifferentiated source,” and spoke of how “the human life of love and the divine life of love are not separate, but part of the scope of God’s love that sweeps through His creation. The love of a man for a woman, of a parent for a child, of a man for a man, a woman for a woman” (pp. 278–279).

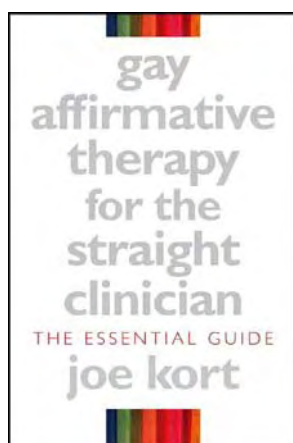
His actual personal life seemed to have been lived somewhere between the narrow cultural perspective that defined his attraction to men as “an addiction” and his profound, publicly declared spiritual conviction of the connection between religious emotion and sexual feeling. And although he said he had never been in love with a man, there was in fact one man to whom he had professed love, a man with whom he had had a relationship of thirty years. Honor only met Andrew after her father’s funeral. When she asked him what he knew of her father’s sexual life, he said, “I was his sexual life.” Although there had also been other men, the relationship with Andrew had been the longest and strongest. As a young, gay Columbia University student who was fed up with the homophobia and hypocrisy of the Roman Catholic Church in which he had been raised, Andrew asked Bishop Moore for a meeting in order to discuss being received into the Episcopal Church. It was the older man who eventually initiated their sexual relationship.

By the time Honor met Andrew, she had moved back to men in her own emotional and sexual life. He, on the other hand, had decided he wanted to make a life with a woman and was engaged to be married. Their lives, and the life of the man who was the father of the one and the lover of the other, suggest that the direction of a person’s sexual feeling can shift, within parameters that cannot be specified in advance, in response to emotional movements within the self that cannot be foreseen or even fully comprehended.

Honor Moore was born when her father was in his mid-twenties and not yet ordained into the priesthood. By the time that he died in 2003 at the age of eighty-three, daughter and father had traversed a long journey together. During that journey, there had been periods of misunderstanding and estrangement. Along the way, she had put together pieces of what was to become this book, but she says that the narrative did not become clear to her until the days before his death, when she told him that she loved him.

*Postscript:* Five weeks after Paul Moore’s death, Gene Robinson was confirmed as the first openly gay bishop in the Episcopal Church.

Reviewed by Edward J. Tejirian, [edtej2@yahoo.com](mailto:edtej2@yahoo.com)



### Gay Affirmative Therapy for the Straight Clinician

Joe Kort. New York: Norton. 2008, 292 pp.

It was with a genuine sense of excitement that I started to read Joe Kort’s book directed at heterosexual therapists who work with lesbian, gay, and bisexual clients. Over the years, I have had countless contacts with heterosexual therapists who were seeking reliable information about how to work clinically with this population. In some cases, these therapists were looking for straightforward information about lesbians, gay men, and bisexual people and their communities. In other cases, they sought out information about the process-oriented aspects of work with LGB clients. In virtually all cases, heterosexual therapists were interested in approaching their LGB clients with as much competence and confidence as possible. I had high hopes that Kort’s book would serve as the sort of resource that would answer these questions and concerns for heterosexual therapists.

In the main, however, I came away from reading the book with a sense of disappointment and even with a strong sense of caution. My disappointment is rooted in my overall impression of the book. It is a book that offers some reasonably good information about lesbians and gay men—especially about gay men—but it does so in a way that is frequently very simplistic (e.g., the suggestion that “developmental insults” related to sexual orientation and “developmental insults” unrelated to sexual orientation exist in an either-or relationship to each other, rather than possibly presenting in some admixture as they often do in our clients).

The strong caution in my reaction has to do with specific concerns about Kort’s book. First, despite his acknowledgement that sexual orientations can include “gay or straight and everything in between” (p. 35), the book totally ignores all identities other than gay and straight posed in dichotomized terms. Bisexuality is virtually absent until (literally) the last page of the text, when Kort explains that he “did not speak about the issue of bisexuality or transgendered individuals [because] . . . [he] wanted to keep the focus on lesbians and gays to prevent the book from becoming unwieldy in length” (p. 263). On the previous page, Kort acknowledged that ethnic and minority issues “may interact with lesbian and gay issues in myriad ways that are beyond the scope of this book” (pp. 263–264). Taken together, these comments indicate that the author’s so-called “gay affirmative therapy” is meant for straight therapists working with white clients who identify as exclusively gay or exclusively lesbian. This is far from the approach I had hoped for and far from what is needed in a field where diversity along multiple dimensions is a central (and appropriate) focus of extensive current research and theoretical analysis. Further, the book is lopsided even within these narrow parameters. While the book includes some information and case studies about lesbians, its focus is more often

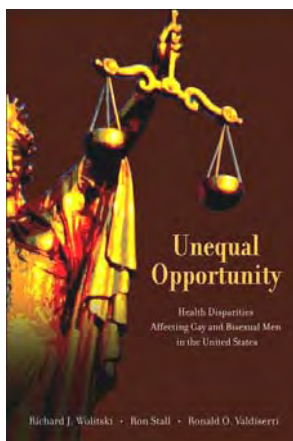
on gay men. This bias is particularly evident when one considers that the basis of Kort's theorizing about lesbians and gay men relates far more specifically to men's experiences than to women's experiences.

Another caution about the book is in regard to the recurrent conflation of sexual orientation and gender expression. Kort clearly knows that sexual orientation and gender expression represent different dimensions of experience and identity. However, throughout the text he assumes that all gay men and lesbians (especially the former) routinely engage in cross-sex preferences and behaviors across the lifespan. Indeed, much of his view of lesbian and gay psychology is rooted in this assumption, which is not supported by the literature and may actually serve to reinforce stereotypes more than to elucidate the range of gay and lesbian experiences. This is just one of the many assumptions made in the book that do not hold up well in the light of the broad-based review of the literature that would have been an appropriate foundation for this book.

My greatest concern with *Gay-Affirmative Therapy for the Straight Clinician* is the author's overemphasis on trauma as the central framework for his exposition of lesbian and gay psychology. In a few instances, Kort suggests that the trauma framework is not universally applicable to lesbians and gay men. But his persistent theme is that, "[w]hen working with gays and lesbians, it is important to assess and treat them through the lens of the effects of the trauma of homophobia and heterosexism" (p. 39). Further, Kort asserts that "[t]he psychological consequences of homophobia and heterosexism parallel those of sexual abuse" (p. 47). There is no doubt that homophobia and heterosexism exert an influence on the experiences of gay men and lesbians, and Kort makes some interesting observations about their impact. But his assertions about the universality and severity of this impact and its inextricable relationship to cross-sex behaviors are very problematic. They ignore contradictory literature, and they present a disturbingly pathological view of gay men and lesbians. So much of the book is focused on explaining and promoting this model that it renders the book fundamentally flawed.

Given this assessment, I cannot recommend this book to any reader. Indeed, I suspect that most heterosexual psychologists would tire of the unrelenting descriptions of heterosexual clinicians who never got it right in any of the case studies presented in the book. At the same time, the book does have some positive qualities, which are unfortunately overshadowed by its generally problematic approach. Most of the positive elements occur in the later chapters of the book as the author moves away from his trauma model and offers some more practical advice about working with clients on sexuality, working with same-sex couples, and working with mixed-orientation families.

Reviewed by Glenda Russell, [gmrussell5@hotmail.com](mailto:gmrussell5@hotmail.com)



### **Unequal Opportunity: Health Disparities Affecting Gay and Bisexual Men in the United States**

Richard J. Wolitski, Ron Stall, and Ronald O. Valdiserri (Eds.). Oxford University Press, 2008, 403 pp.

Although the health of gay and bisexual men, along with other sexual minorities, has been largely invisible within mainstream academic research, this has changed in recent times (e.g., Harcourt, 2006; Meyer & Northridge, 2007; Shankle, 2006). This edited book by Wolitski, Stall, and Valdiserri is however the first to take a specific focus on the health disparities affecting gay and bisexual men. The editors have brought together 23 contributors to review and synthesize the research data on health disparities that until now have appeared scattered across a range of academic journals. By bringing this evidence together, the editors are hopeful of fostering an integrated approach to studying issues, underlying causes, and potential solutions. In addition to this the editors aim to identify critical gaps in knowledge and future directions for research, prevention, and treatment.

*Unequal Opportunity* is divided into three parts. In Part I the editors point out that unlike racial and ethnic minorities, health disparities for gay and bisexual men have been ignored and argue that these should be part of the wider agenda to eliminate health disparities in the United States. The chapter also outlines how gay and bisexual men are defined and describes this population in some detail.

Part II presents evidence that establishes the existence of health disparities for gay and bisexual men. The seven chapters present considerable epidemiological data on a number of topics, comprising: hate crimes and intimate partner violence; childhood sexual abuse; mental health and suicide; alcohol, tobacco and drug use; sexually transmitted infections; hepatitis A, B and C; and HIV infection.

In Part III the focus is on crosscutting issues. Five of the chapters present particular issues that address gay and bisexual men in general, including the underlying mechanisms that contribute to health disparities. These include: the existence of several interacting, reinforcing epidemics (syndemics) affecting gay and bisexual men; health disparities for youth; the experiences of older gay and bisexual men; social discrimination and health outcomes for African American, Latino, and Asian/Pacific men; and access to optimal healthcare. In the final chapter the editors provide a schema for future health research and strategies to reduce health disparities experienced within gay and bisexual communities.

Across the whole book the chapters are of a high standard, well presented, written in a scholarly way, and extensively referenced. This book should be the starting point for anyone interested in understanding health disparities for gay and bisexual men. I do suspect that some readers will find reading the entire book heavy going, mainly because of the depth of epidemiol-

ogical data presented. However, in light of the book's aim to review and synthesis the existing literature, this level of detail is required. Nonetheless, the introductory and concluding paragraphs of each chapter are essential reading for those interested in this field, along with those chapters that cover the topics of particular interest.

Although *Unequal Opportunity* is pitched as a public health text, the boundaries between public health and psychology are blurred, and it will be very relevant to members of this Division. Many of the authors are psychologists and will be familiar to readers, and a number of the studies reported are from psychological research. Given the wealth of epidemiological data presented, many psychologists will be comfortable with the material. Others looking for more critical takes on the issues will not find it here—but then that is not the purpose of the book

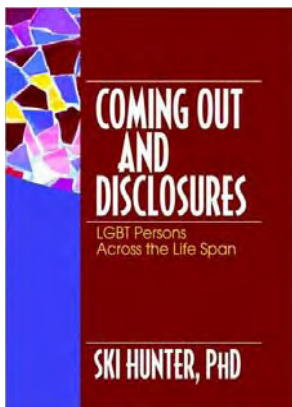
The dedication in this book to the “health and well-being of sexual minorities in the United States and throughout the world” raises two important issues. The first is what about health disparities for other sexual minorities? I am glad that the authors did address this point, and concur that it would have been unwieldy to have included this all in one volume, and that while health disparities for lesbians and bisexual women (and others) have been addressed elsewhere, more research is still required. It would be fantastic to see the production of further volumes addressing health disparities for other sexual minorities. A second point, to which I am particularly attuned due to living in New Zealand, is what about men living outside of the United States? While much of the information and discussions may be relevant to other countries, it is almost entirely focused on the United States (as the title clearly states). This is not a criticism of the book, but rather a reminder of the uneven development of sexual minority research around the world, and the need to foster the development of that research.

In summary, this is an impressive and essential, must read volume which should be on the book shelf of anyone who is interested in the health and well-being of gay and bisexual men. The editors have produced an authoritative volume which has succeeded in the aim of reviewing and synthesizing a vast range of the research evidence on health disparities. It is my hope that this volume succeeds in making the health and well-being needs of gay and bisexual men much more visible and encourages concerted action to address health disparities for this group.

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## Coming Out and Disclosures: LGBT Persons Across the Life Span

Ski Hunter (2007), Haworth Press, 213 pp.

The book is about an important topic: the personal, psychological coming out process as well as about publicly disclosing one's sexual or gender orientation to others. The purpose of the book is to serve as a supplementary text for undergraduate or graduate students, to guide mental health care professionals who may practice with LGBT clients, and/or for use in workshops or in-service training. In each of the chapters, Hunter presents empirical literature regarding the topics.

This book, with 169 pages of text and 44 pages of references, is divided such that there is an introduction (Chapter 1) and three main parts—each consisting of three chapters. Part 1, entitled Figuring Out Who One Is and Coming Out, discusses sexual orientation and sexual identities (Chapter 2), a coming out overview (Chapter 3), and a critique of coming out models (Chapter 4). Part 2, Making Disclosures Over the Life Course, presents an overview of disclosures (Chapter 5), disclosures to parents (Chapter 6), and disclosures inside and outside of the family (Chapter 7). The

final section, Part 3, is devoted to Practice with Clients Who Are Coming Out and Making Disclosures, and presents information on working with clients who are coming out (Chapter 8), working with clients who want to make disclosures (Chapter 9), and working in larger arenas to facilitate disclosures (Chapter 10).

I chose to review this book because I was seeking a sexual orientation textbook for my course; one that I could use and supplement with other material. This book seemed like a good possibility when reading the promotional material for it and considering its intended purpose. However, this book is not one that I will adopt, nor would I recommend it to colleagues for use with undergraduates or graduate students. There are a number of reasons for this negative evaluation of the book.

First, each part, chapter, and section of this book suffers from a recurrent problem: the writing lacks synthesis, analysis, and evaluation of the body of literature presented. Study upon study is cited, but the common factors and the unique findings are left for the reader to draw. At the end of each section, the reader has to ask: What is the point of this? What is the conclusion? The author often concludes paragraphs, sections, and chapters simply at the end of a description of a study. With no conclusion drawn, the reader is often left hanging. As a consequence, much of the content reads like a “laundry list” of studies.

Similarly, each section within a chapter does not seem connected to the next section. There is no transition from one area into another, and consequently the reading of any particular chapter seems “chunky.”

Another more micro problem is the presentation of information about the studies cited. Many times, too much superfluous information is presented. The important information about a study tended to be glossed over while minor, irrelevant detail was given too much attention. The conclusions about the particular study are often ambiguous. Further, no presentation of what was common among these various studies with different sample populations was offered at the end.

Another major concern with this book is its lack of currency. The references are clearly dated. Less than 15 percent were from 2000 and beyond: the most recent references were dated 2005 (about 1% of all references). Given political and legal changes (e.g., same-sex marriages/domestic partnerships made legal in several countries as well as in a few US areas), in particular, the implications for disclosure have likely changed.

Also related to content problems with this text is the treatment of bisexual and transgender coming out and disclosure processes. More time needed to be dedicated to these topics. When they were discussed, analysis was lacking. For example, in Chapter 1 (Sexual Orientation and Sexual Identities), both bisexuality and transgender were discussed in sections, but there was no presentation of what is similar between and what is unique about the coming out and disclosure processes of gay and lesbian and bisexual and transgender people.

The book also assumes common knowledge by the reader of specific cultural events. For example, it assumes that readers are familiar with “Stonewall.” If this book is geared toward a non-queer undergraduate audience (typically born in the mid- to late-1980s), then this latter assumption is faulty. In the same section, reference is made the “gay liberation era, ages 30 to 44” and the “gay rights era, age 30 and younger” (in 1999). Unless one is familiar with what constitutes the gay liberation and gay rights eras, respectively, the historical context is not clear. A non-queer readership may not know this and even a queer millennial-generation readership may not be familiar with these eras.

While many negative characteristics of this book have been identified in this review, it is important to accentuate positive qualities. The third section of the book, Working with Clients, is the best section of the text. While these last three chapters suffer from the same analysis, integration, and synthesis problems of the other chapters, the content seems more applied and more useful for readers—particularly mental health professionals.

One final note—the studies and issues cited in this book left me with the question: Why would anyone ever want to come out or disclose to others? A person who is not familiar with coming out could form a very negative impression of this life-altering event. While “sense of integration” is mentioned, the empowerment that one feels in coming out and the joy and excitement in the process are missing. Harvey Milk said, “When you come out, you will feel so much better” and this is a perspective that is lacking and the focus on the negative does a huge disservice to this normal developmental process.

Reviewed by B. J. Rye, [bjrye@unwaterloo.ca](mailto:bjrye@unwaterloo.ca)

### Request for Proposals — Wayne F. Placek Grants

The Wayne F. Placek Grants encourage research to increase the general public’s understanding of homosexuality and to alleviate the stress that gay men and lesbians experience in this and future civilizations.

**Goals of the Program:** To encourage research that addresses the following topics:

- Heterosexuals’ attitudes and behaviors toward lesbians and gay men.
- Family and workplace issues relevant to lesbians and gay men.
- Special concerns of sectors of the lesbian and gay population that have historically been underrepresented in scientific research.

**Amount:** Two \$15,000 grants are available.

**Eligibility:** Applicants must be either doctoral-level researchers or graduate students affiliated with an educational institution or a 501(c)(3) nonprofit research organization. Graduate students and early career researchers are encouraged to apply.

**Proposal format:** All applications must have one-inch margins, and be single-spaced with font no smaller than 12-point. Applications may only include the following sections: Description of problem, Background, Conceptual framework, and Methods (10 pages maximum). In addition, please include:

- A detailed budget with justification, no institutional indirect costs will be funded. (1 page maximum)
- Time line for completing the work (1 page maximum)
- A bibliography, in APA format
- An explanation of the project’s relevance and likely applications to meeting the Placek Fund goals (1 page maximum)

**To Apply:** Submit a proposal and CV of the project leader online at [forms.apa.org/apf/grants/](http://forms.apa.org/apf/grants/) by March 2, 2009.

Questions about this program should be directed to Emily Leary, Program Officer, American Psychological Foundation: [eleary@apa.org](mailto:eleary@apa.org).

The American Psychological Foundation (APF) provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

## Division 44 Award Winners — 2008

### Distinguished Contribution to Education and Training

The Division offers this award to colleagues who have made distinguished contributions to the interests, goals, and purposes of Division 44 in the area of education, either in academic or public arenas. The winners of this award represent individuals who have distinguished themselves in disseminating science and scholarship on LGBT issues. This year's winner is **Steven A. Safren, Ph.D.**, Massachusetts General Hospital.

Dr. Safren's academic training was completed at SUNY Albany where he received his doctorate in 1998. Because of his longstanding interest in LGBT issues, he undertook an ambitious dissertation project: to investigate the important topic of suicidal thinking and behavior in sexual minority adolescents. The finding was that the environment's negative response to adolescent coming out was predictive of poor mental health. These results were published in the *Journal of Consulting and Clinical Psychology*. He has risen quickly to his current position as Associate Professor and Director of the Behavioral Medicine Service (which he founded), and has served in leadership roles in both the Cognitive Behavior Therapy and Behavioral Medicine tracks of the Massachusetts General Hospital's internship program. In these latter roles, he has devoted extensive attention to the training needs and career development of interns, fellows, and junior faculty involved in providing clinical services and conducting research. He has also worked as the behavioral scientist at The Fenway Institute, the research arm of Fenway Community Health Center, the largest LGBT health center in New England. Despite his numerous administrative and research responsibilities (on two continents - North America and India), he makes it a priority to provide valuable opportunities for trainees at all levels. His advocacy on behalf of LGBT issues in the field has been demonstrated by his vocal position within an allied professional organization, the Association for Behavioral and Cognitive Therapies (ABCT). He has been the prime mover within the organization to advance LGBT issues in training.



### Distinguished Professional Contribution

The Division offers this award to recognize distinguished professional contributions that advance the interests, goals, and purposes of Division 44. Winners of this award typically have been innovators in practice with LGBT people and their families, have developed models and paradigms for affirmative practice, and have advanced the visibility of LGBT issues within the entire field of professional psychology. Their work has collectively raised the quality of services available to LGBT people and their families seeking care from professional psychologists by informing the practice and all who work with this population. This year's winner is **Kathleen Ritter, Ph.D.**, California State University, Bakersfield.

Dr. Ritter earned her doctorate in counseling from the University of New Mexico and is currently Professor of Counseling Psychology at California State University, Bakersfield, where she has held the position of Coordinator of the University Counselor Training Clinic since 1988 and has trained mental health practitioners since 1974. A fellow within our division since 2005, her co-authored book (with Dr. Anthony Terndrup), *Handbook of Affirmative Psychotherapy with Lesbians and Gay Men*, was awarded Division 44's Distinguished Book Award in 2003. She has conducted numerous continuing education workshops on topics related to affirmative psychotherapy with sexual minority clients and same-sex couples. She is one of the invited contributors to a seven-part video/DVD series entitled, *Psychotherapy with Gay, Lesbian and Bisexual Clients*. Additionally, she has authored or co-authored numerous articles on working with sexual minority individuals, spirituality, and group process. Two of her books (co-authored with Dr. Craig O'Neill) deal with struggles between religious dogma and spirituality: *Coming Out Within: Stages of Spiritual Awakening for Lesbians and Gay Men* and *Righteous Religion: Unmasking the Illusions of Fundamentalism and Authoritarian Catholicism*. Based on her presence within the academic community and her application of science to the betterment of those in psychological need within our community, Division 44 is proud to recognize Dr. Kathleen Ritter as this year's recipient of the Distinguished Professional Contribution Award.

### Distinguished Contribution to Ethnic Minority Issues

The Division offers this award for distinguished contributions to the interests, goals, and purposes of Division 44 in the area of ethnic minority gay, lesbian, bisexual and transgender psychology. The winners of this award have each studied and worked with the realities of LGBT people of color, locating scholarship and practice at this intersection of identities. This year's winner is **Margaret Rosario, Ph.D.**, City University of New York.

Dr. Margaret Rosario is currently Associate Professor of Psychology, The City College and Graduate Center, City University of New York (CUNY). She received her Doctorate in Community Psychology at New York University and completed a Postdoctoral Fellowship at Columbia University's HIV Center for Clinical and Behavioral Studies. With over 120 publications and presentations to her name, Dr. Rosario has devoted her research talents to exploring identity development and its implications for mental and physical health. Her research finds that identity development is difficult for all individuals, but particularly for those whose identity is stigmatized by society. In examining LGB adolescent identity development, she has also investigated the intersection of multiple identities such as gender, ethnicity, and religion because sexual identity development does not occur in a vacuum; it is influenced by other aspects of the individual and by context. Her work has furthered our understanding of minority youths' psychological symptomatology, substance use, and sexual risk behaviors by comparing the experience of sexual identity development for African American, Latino, and Caucasian peer groups. Future application of her theoretical model involves an in-depth assessment of the challenges, coping strategies, and consequences experienced by LGB youths as compared with those of their heterosexual peers in multiple settings of family, peer groups, romantic relationships, school, work, and civic engagement. Her work has been recognized and funded by prestigious sources such as the National Science Foundation, National Institute of Child Health and Human Development, National Cancer Institute, and National Institute of Mental Health.

### Distinguished Service Award

The Division offers this award for distinguished contributions to Division 44 through exceptional service. Award winners have a long history of being active contributors to the life of the Division and are the lifeblood of this organization. This year's recipient of the Distinguished Service Award is our stalwart friend and co-founder of this Division, **Douglas Kimmel, Ph.D.**

Dr. Kimmel completed his doctorate at the University of Chicago, and is Professor Emeritus in the Department of Psychology, City College, CUNY. His international academic credentials include Fulbright Lecture Professor at Tokyo Woman's Christian University. He was Chair of the Association of Gay Psychologists (1977) and President of Division 44 from 1987 to 1988. Since 2006, our newsletter has flourished with him as editor. He served on the Committee on Gay Concerns (1980-1983), and the Board of Social and Ethical Responsibility (1983-1986), and chaired the APA Task Force on Avoiding Ageism in Psychological Research. He was a Division 44 representative to APA Council of Representatives from 1992 to 1994. He was appointed as a trustee of the American Psychological Foundation from 1996 to 2002. He is currently chair of the Board for the Advancement of Psychology in the Public Interest. In the broader community, Dr. Kimmel has advanced LGBT psychology. He co-founded Services and Advocacy for GLBT Elders (SAGE) in 1977 and has been active in a Maine chapter of the Gay, Lesbian and Straight Education Network (GLSEN). His awards are too numerous to mention but this Division has previously presented him its Distinguished Education Contribution Award and APA's Committee for Lesbian, Gay, Bisexual, and Transgender Concerns granted him its Outstanding Achievement Award. Dr. Kimmel has been a mentor to many who have held leadership roles in Division 44. It is with the utmost of respect and honor that we name Dr. Douglas Kimmel this year's winner of the Distinguished Service Award.



### The Evelyn Hooker Award for Distinguished Contribution by an Ally

To acknowledge the ever-widening circle of people who support Division 44's mission, the Division 44 Executive Committee launched the Evelyn Hooker Award for Distinguished Contribution by an Ally this year. Dr. Evelyn Hooker, a recipient of the 1991 APA Award for Distinguished Contribution to Psychology in the Public Interest, championed research which has contributed to depathologizing, decriminalizing and destigmatizing people with minority sexual orientations. Dr. Hooker's legacy as an ally of people with sexual minority orientations has had a profound impact on all facets of LGBT psychology. In commemoration of her contribution, the Division offers this award for distinguished contribution by an ally in the areas of research, clinical practice, education and training, public advocacy, mentorship, and/or leadership. Especially on the inauguration of this award, no more fitting colleague could be named than **Letitia Anne Peplau, Ph.D.**, University of California, Los Angeles.

Dr. Peplau has been Professor of Psychology at UCLA since 1973 and published her first of many articles on sexuality in 1978. Interestingly, this article received the Evelyn Hooker Research Award by the National Gay Academics Union in 1979. Her major focus has been on same-sex relationships, beginning with lesbians in 1980 and gay men in 1981. Over the past quarter century she has studied such relationship issues as relationship satisfaction, the balance of power, monogamy, African American lesbians and gay men, bisexuality, reasons for relationship terminations, and sexual risk. In addition, she has focused on lesbian mothers, psychotherapy with lesbians and gay men, social support, the development of sexual orientation, disclosure of sexual orientation, body satisfaction, and stigma management. She has well over 100 publications, with a majority focusing on sexual orientation. In addition, Dr. Peplau has had a major role mentoring the next generations of lesbian, gay and bisexual students. She collaborated with many students at a time when LGB students would have had a hard time finding psychologist advisors and mentors willing to engage in sexual orientation research. Many of these students have since gone on to academic careers themselves and now mentor their own LGBT students.



### Distinguished Scientific Contribution

The Division offers this award for distinguished theoretical or empirical contributions to lesbian, gay, bisexual, or transgender psychological issues. The winners of this award have made far-reaching and visionary contributions to the development of the science of LGBT psychology and have provided the scientific base for practice, education, and the development of public policy. Many of these award winners are pioneers who first asked affirmative research questions about the lives of LGBT people, their families, and their communities. This year's winners are: **Nanette Gartrell, M.D.**, University of California, San Francisco and **Jeffrey T. Parsons, Ph.D.**, Hunter College, CUNY.

Dr. Gartrell is a psychiatrist who received her B.A. from Stanford University and MD from the University of California at Davis before joining the faculty at Harvard University. She is currently on the faculty of the University of California at San Francisco at the Center of Excellence in Women's Health. Dr. Gartrell has been a fellow of Division 44 since 2000. Dr. Gartrell has a long and distinguished career as a practitioner and researcher. She is internationally known for her research and advocacy on ethics in psychotherapy. In over a dozen publications, Dr. Gartrell focused on such issues as prevalence of psychiatrist-patient sexual contact, attitudes about this abuse, how psychiatrists report evidence of sexual misconduct by colleagues, rehabilitation of sexually exploitive therapists, sexual contact between psychiatric residents and their supervisors, sexual contact between physicians and patients, ethical boundaries in lesbian therapy relationships, and sexual abuse of women by women in counseling and therapy. Most significantly, Dr. Gartrell has conducted the longitudinal National Lesbian Family Study began in the 1980s with interviews of the prospective mothers (birthmothers and co-mothers) before the children were born. The second wave of this study re-interviewed the mothers when their children were toddlers. Dr. Gartrell has since completed the third wave (when the children were five years old) and the fourth wave (with ten-year old children). This study will continue as the children reach adulthood. She is now collaborating with a Dutch research team to do cross-national research on lesbian families in the U.S. and the Netherlands.

Dr. Parsons' academic training is in developmental psychology from the University of Houston. He has served professor at New Jersey City University and now at Hunter College of the City University of New York. Since 1996, he has been the founding Director of the Center for HIV/AIDS Educational Studies and Training (CHEST), a multi-disciplinary research center in the heart of New York City's Chelsea neighborhood that focuses on the scientific study of HIV/AIDS and sexuality. As Principal Investigator, Dr. Parsons has received an astounding \$16 million in federal funding and an additional \$17 million as Co-Principal Investigator and subcontractor. His projects have focused on primary and secondary HIV/AIDS prevention, HIV treatment adherence, sexual compulsivity, and alcohol and illicit drug use. The outcome of this impressive funding history is over 120 publications in peer-reviewed journals, and literally hundreds of presentations around the country and the world at conferences including the Society for the Scientific Study of Sexuality, the Society for the Advancement of Sexual Health, and the World Association of Sexology. Routinely tapped to discuss sex and sexuality issues for the popular press, he has appeared in columns in *The New York Times*, the *Gay City News*, and *USA Today*. Recently, Hunter College took special note of Dr. Parsons' vast experience with LGBT and HIV research and named him the founding director of the Roosevelt Center for Sexual Minorities and Public Policy, where he will serve as an advocate for the scientific study of LGBT issues at the local, state, and federal levels.



### Distinguished Contribution by a Student

The Division offers this award to a graduate student in psychology who has made a distinguished contribution to research or practice, or who has performed exceptional service to the Division. Winners of this award represent the future of this Division, and have taken a leadership role early in their careers to advance LGBT issues in psychology. This year's winner is **Tisha Wiley, M.A.**, University of Illinois at Chicago.

Ms. Wiley is in her last year of graduate work of a doctoral program in Social Psychology. She has advanced research investigating the legal consequences of negative stereotyping of gay men, in particular, research aimed at exposing and understanding anti-gay biases in the legal system. Using a mock trial paradigm, she documented anti-gay biases that influence beliefs about child sexual abuse perpetrators. The results of her research were published in a top-tier journal, *Law and Human Behavior*. Ms. Wiley's independent line of research on sexual orientation and jurors' judgments in child sexual abuse cases has both theoretical implications but also clear significance for social justice. She has won four competitive national research grants to support her research from APA and the American Society of Trial Consultants. The presentation of her results at the American Psychology-Law Society won a Best Student Paper Award from Division 37: Society for Child and Family Policy and Practice. In addition, her university just recognized the importance of this work by awarding her the Chancellor's Committee on the Status of Lesbian, Gay, Bisexual and Transgender Issues Graduate Award. As a student member of Division 44, we look forward to her bringing her energy and talent to the table and contributing to the next generation of leadership in our Division.



### The Clarity Award

Division 44 offers this award in conjunction with the National Gay and Lesbian Task Force ([www.thetaskforce.org](http://www.thetaskforce.org)) to recognize leaders who: embody the core standards and ethics of our profession while advancing the rights of LGBT people; engage others within our profession to extend recognition and respect for LGBT people; advocate for equality for LGBT people through collaboration with professional and civil rights organizations. It is with pride and gratitude that we grant **Nathalie Gilfoyle, J.D.**, APA General Counsel, this year's Clarity Award.

Ms. Gilfoyle has been General Counsel for the American Psychological Association since 1996. In that role she has contributed substantially to the advancement of civil rights for lesbian, gay, bisexual and transgender persons. Her numerous amicus briefs, which are grounded in psychological science related to LGBT issues, represent the ultimate application of our research in promoting civil rights. Most notably, Justice Anthony Kennedy cited Ms. Gilfoyle's work extensively in his pivotal U.S. Supreme Court opinion on the Lawrence v. Texas case, which struck down that state's antiquated and inhumane sodomy statutes. Her amicus brief in the recent California gay marriage case received the lengthiest quote in the opinion, permitting gay marriage, as well as designates LGB individuals as a "suspect class" for the purposes of California law and social policy. Ms. Gilfoyle's brief in the Amendment 2 case, which struck down Colorado's repressive gay discrimination ordinance, was central to the majority opinion. This decision helped put an end to the numerous ballot initiatives across the country which seek to prohibit anti-discrimination legislation in housing and employment; protections on which we rely every day. Ms. Gilfoyle's voice was also crucial in striking down a bizarre and cruel Arkansas statute that prohibited foster parents from assuming custodial responsibilities if a gay person resided in the home. In short, her work has been nothing short of life-changing for millions of LGBT individuals all across the country.

### Distinguished Book Award

The Division offers this award for a book that has made a significant contribution to the field of LGBT psychology. These works represent highly valuable contributions to scholarship that synthesize research and practice and advance the development of science, practice, and policy on LGBT issues in psychology. This year's winner is *Affirmative Psychotherapy with Bisexual Women and Bisexual Men*, **Ronald C. Fox, Ph.D.** (ed.), Taylor & Francis.

An outgrowth of Dr. Fox's many years of clinical practice, education, and advocacy on behalf of bisexual men and women, his groundbreaking volume helps to further the research and practice of psychology as it relates to this area. There is a paucity of literature on affirmative psychotherapy with this population and the contributors to Dr. Fox's volume offer an enlightened model that moves us past a polarized to a multidimensional view of the interrelatedness of all forms of sexual orientation. This compilation will assist therapists who seek to provide culturally competent services to bisexuals who are transgender, African American, in their senior years, and heterosexual spouses of bisexual men and women. Dr. Fox also devotes space in the book to chronicle the history of APA's and Division 44's own evolution of inclusiveness of sexual minorities. The wide range of topics within this book related to bisexuality will likely provide a framework for advances in practice and scientific investigation for years to come.



### Certificates of Appreciation

The Division recognizes a series of persons who have held critical leadership roles and have furthered the development of our professional society. They are being recognized in appreciation of their work on behalf of the Division as they end their tenure. They serve as an example for us all and hopefully will return to new leadership roles within the Division in the future and provide us once again with their dedication, skill, and knowledge.



Alan Storm, Linda Garnets, Glenda Russell, and Francisco Sánchez

**Kimberly Balsam, Ph.D.**, Chair, Early Career Psychologist Task Force

**Janis Bohan, Ph.D.**, Co-Chair, Public Policy Committee

**Linda Garnets, Ph.D.**, Chair, Fellows Committee

**Glenda Russell, Ph.D.**, Co-Chair, Public Policy Committee

**Francisco Sánchez, Ph.D.**, Chair, Scholarship Committee

**Ritch Savin-Williams, Ph.D.**, Archivist

**Alan Storm, Ph.D.**, Chair, Program Committee



## Fellows Approved for Division 44 — 2008

Linda Garnets, Fellow Chair

It is with great pleasure and admiration that I announce the two new Division 44 Fellows—Dr. Terry Gock and Dr. Jeffrey Parsons. Here is a brief description of some of their important work.

**Dr. Terry Gock** is Director of the Asian Pacific Family Center in Rosemead, CA. He has been instrumental in creating a more inclusive psychology through his contributions to the greater understanding of identity and behavior in Asian American lesbian and gay people, the prevention and treatment of HIV/AIDS in Asian communities, and his leadership in public service and public interest concerns in APA governance and in Asian American public health. Dr. Gock has been a pioneer in exploring the intersection between multiple identities, specifically focusing on the interface between racial, ethnic, sexual orientation, religious, and spiritual identities. He has been a prime mover for increasing awareness and understanding of Asian American lesbian

and gay people within APA through scholarship, education, and organizational advocacy efforts. He has made an outstanding contribution in his groundbreaking theory building in the area of Asian American cultural issues in sexuality and identity. His work has broadened to examine the positive integration of faith (especially Christianity) with racial/ethnic and sexual identities. Dr. Gock has been invited to present on these issues at numerous national conferences, including at the APA National Multicultural Conference and Summit. Moreover, he has made pioneering and sustained professional efforts in the area of Asian Pacific Islanders (API) and HIV/AIDS. Dr. Gock wrote some of the earliest and most influential publications describing the behavioral health care concerns about HIV/AIDS in the API communities in the United States. His advocacy and leadership roles, as well as his written work on the topic, have been instrumental in determining national and local directions for culturally competent HIV/AIDS behavioral prevention program development and service funding in the Asian Pacific Islander communities. Moreover, Dr. Gock has provided national leadership on LGB issues through his active involvement in APA governance. While serving on the Council of Representatives, Dr. Gock was responsible for shepherding three resolutions through the governance process that were important to in the development and articulation of APA's positions on a LGB-affirmative psychology. He has also played central role in the development of APA's Psychotherapy Guidelines with Lesbian, Gay and Bisexual Clients.



Nancy Betz, Y. Barry Chung, Ruperto M. Perez, Ronald C. Fox,  
Terry S. Gock, and Jeffrey T. Parsons

**Dr. Jeffrey T. Parsons** is the Director of the Center for HIV/AIDS Educational Studies and Training (CHEST) and Professor and Chair of the Department of Psychology at Hunter College and the Graduate Center of the City University of New York (CUNY). Over the past fifteen years, Dr. Parsons has conducted pioneering, cutting edge, and original research that has focused on the development and evaluation of theory-based health behavior change interventions focused on promoting sexual health. A primary focus has been on HIV prevention work among gay, bisexual, and other men who have sex with men (MSM). He directs a large and successful behavioral research center of over 20 staff with a focus on LGBT sexual health. He remains one of only a few researchers who have systematically researched this area. His federally-funded work focuses on the development and evaluation of behavioral interventions designed to improve the sexual health of those living with HIV, as well as more recent work focused on primary prevention and the reduction of sexual risk-taking. His research seeks both to identify the factors that place individuals at risk for poor health and functioning and to understand the individual, social, and community factors that serve to mediate or moderate the relations between these factors and healthy well being. His impressive research record with this population spans a multitude of focal areas, including: (a) substance use, particularly the use of methamphetamine and other “club drugs”; (b) sexual risk behaviors with a focus on “barebacking” (the practice of intentional unprotected sex in situations that entail some risk of HIV transmission); (c) use of the Internet in seeking sex partners, and public sex environments; (d) medication adherence among gay/bisexual men living with HIV; and (e) sexual health behaviors of gay/bisexual male sex workers, HIV+ gay/bisexual men, and sexually compulsive gay/bisexual; and (e) sexual health behaviors particularly with regard to HIV status disclosure and serosorting. He also has made significant contributions in the development of innovative methods for using motivational interviewing and motivational enhancement therapy interventions to assist gay/bisexual men with reducing risk behaviors and increasing health-promoting behaviors. This work has focused on different populations of gay/bisexual men, including those who are living with HIV, those at risk for HIV, and those with substance use problems. He was also the primary developer of Project PLUS, which is an intervention focused on decreasing substance use and increasing adherence among alcohol abusing HIV+ individuals.

In addition to these new Fellows, our Division welcomes seven “Old Fellows”—Dr. Nancy Lynn Baker, Dr. Nancy E. Betz, Dr. Y. Barry Chung, Dr. Bertram Cohler, Dr. Carlton Parks, Dr. Ruperto M. Perez, and Dr. Melba J. T. Vasquez. An “Old Fellow” is any member of Division 44 who is already a current Fellow of APA, but not yet a Fellow of our Division. Here is a brief summary of their significant contributions on behalf of LGBT concerns.

**Dr. Nancy Lynn Baker** is the Director of the Forensic Concentration in the School of Psychology at Fielding Graduate University. Throughout her career, she has made her lesbian identity a public part of her professional identity. Beginning with work on lesbian battering in the late 1980s, Dr. Baker has been active in dealing with social and psychological issues affecting lesbians. Within APA’s Division 35, Dr. Baker’s leadership served as a catalyst to facilitate positive change on lesbian and bisexual issues within the Division. Specifically, her efforts contributed to an increased openness for articles on lesbian and bisexual women’s issues in *Psychology of Women Quarterly* and the creation of a new Section on Lesbian and Bisexual Women’s Issues. As President of Division 35 during APA’s 2005 National Multicultural Conference and Summit, Dr. Baker played a significant role in addressing the issues of homophobia and heterosexism raised in the Summit and during post-Summit activity. In her current faculty position at Fielding, she has played an important role in creating the LGBT community organization within the school and chairing dissertation committees focusing on LGBT issues. She also serves as a member of the National Advisory Committee for the UCSF Lesbian Health and Research Center.

**Dr. Nancy E. Betz** is a Professor in the Department of Psychology at the Ohio State University. For over thirty years, Dr. Betz has worked hard to keep LGBT issues in the forefront in the Counseling Psychology field. Her significant contributions to LGBT psychology derive from curriculum development, mentorship, and publications. She is an early pioneer regarding the inclusion of LGBT issues in Counseling Psychology. Dr. Betz has exerted significant leadership for curricular inclusion of LGBT issues in one of the major U.S. psychology departments. Moreover, Dr. Betz has served as a role model and mentor to LGBT students in her department. She has advised a large number of theses and dissertations related to LGBT issues. Her efforts, along with other professors, have helped create a LGBT-friendly and supportive atmosphere at her University. Much of her research and publication has focused on women’s career development and applications of self-efficacy theory to career development. She has always included attention to sexual minority women in her work and has also published more specific work on LGBT populations. For example, in 1994, Dr. Betz published with Dr. Fitzgerald, a chapter in a book on convergence in career development theories entitled “Career development in cultural context: The role of gender, race, class, and sexual orientation.” This article has been widely cited and was one of the first articles in the vocational psychology literature to suggest that sexual orientation might serve as a barrier to career development. In addition, Dr. Betz has been active for many years in her university’s LGBT faculty and staff group.

**Dr. Y. Barry Chung** is Professor and Chair of the Department of Counseling and Applied Educational Psychology at Northeastern University. His scholarly work focuses on the intersection of vocational psychology, multicultural counseling, and lesbian, gay, and bisexual (LGB) issues (e.g., ethnic/racial minority career development, vocational behavior of LGB persons, and LGB persons of color). Dr. Chung is recognized as one of several experts in vocational psychology of LGB persons. His programmatic research involves theory and measure development regarding work discrimination and coping strategies for LGB persons. Moreover, he has made significant contributions in theoretical and empirical work on the interaction between racial and sexual identities among Asian American LGB persons. Dr. Chung has co-edited two books for practicing interpersonal skills in counseling and for deconstructing heterosexism using narrative stories, respectively. Through his leadership positions in APA (e.g., Board of Educational Affairs, Vice President for Education and Training in the Society of Counseling Psychology) and National Career Development Association (President), he has provided significant input to strategic planning, policy making, and resolutions that address LGB issues. Within APA Division 44, he is serving as Book Series Executive Editor, and has served as Newsletter Editor, Chair of the Science Committee, and member of the Journal Task Force and Updating Committee for Selected Bibliography. His achievements in research and scholarly activities have been acknowledged by national awards from APA, including Division 44 Annual Award for Distinguished Contributions to Education and Training. In 2006, he was showcased in the *Monitor on Psychology* in an article that featured several Asian American psychologists who have influenced psychology and their communities.

**Dr. Bertram Cohler** is the William Rainey Harper Professor of Social Sciences in the Department of Psychology at The University of Chicago. For over forty years, his research has focused on examining the nature of human development and the human life course—from infancy to old age, with a primary focus on LGB lifespan development. A significant area of his research has examined the life-course and lived experience among gay men and women across the second half of life—focusing on the interplay of cohort, culture, and aging upon the experience of being gay or lesbian. He has published the following books on these issues: *The Course of Gay and Lesbian Lives: Social and Psychological Perspectives* (co-authored); *Writing Desire: Sixty Years of Gay Autobiography*; and *Life Course and Sexual Identity: Narrative Perspectives on Gay and Lesbian Lives* (co-edited). He has a co-edited book, *The Story of Sexual Identity: Narrative Perspectives on the Gay and Lesbian Life Course*, that will be published in early 2009. Moreover, Dr. Cohler’s published work covers many areas of LGB life span development: social, sexual, and psychological developmental issues and challenges facing LGB youth, LGB identity and coming out, mental health needs of older LGBs, gay sexuality (e.g., gay baths and sex clubs), and life course of LGB

families. He was also an early pioneer in documenting the negative mental health impact of aversive psychotherapy approaches with homosexuals. In the mid-1960s, he was the co-PI on an NIMH funded grant that studied the psychological factors leading to the formation of homosexual object ties together with the evaluation of aversive conditioning and group therapy treatment techniques applied to the treatment of male homosexuality.

**Dr. Carlton Parks** is the Director of Training of the Programs in School and Educational Psychology in the Graduate School of Education at Alliant International University in Los Angeles. Over the past twenty-five years, Dr. Parks' scholarly work has focused on the provision of gay affirmative psychotherapy and on the intersection of sexual and ethnic minorities. His theoretical perspective stresses the need to move away from Eurocentric models of coming out to a more fluid sociocultural/sociohistorical model that permits men and women of color to decide if and when they should "come out." This work, in combination with his long-standing interest in the HIV infection/AIDS research coming out of UCSF, has resulted in more recent work with Black men who have sex with men (MSM). He has published on the following LGBT topics: interpersonal violence, interpersonal relations, sexual and ethnic minorities, multicultural urban community health psychology, and LGBT youth and families. As an "out" academic at Texas A&M (TAMU) and at CSPP-LA/Alliant, he has been on the forefront of infusing LGBT material into the curriculum and the training experiences of psychology students. For example, he and another colleague created the first multicultural mental health course inclusive of LGBT issues in the clinical program at TAMU in the late 1980s. Moreover, he has consulted, in association with the Rockway Institute, with Los Angeles Unified School District to document the efficacy of LGBT-infused curriculum on the psychological adjustment of students and, in turn, the reduction of bullying, harassment, and hate crimes.

**Dr. Ruperto M. Perez** is the Director of the Counseling Center at the Georgia Institute of Technology. For the past fifteen years, his scholarship, research, and practice has focused on LGBT issues in psychology. Specifically, he has written extensively on issues of affirmative psychotherapy for LGBT clients. One of his most significant contributions has been as co-editor and contributing author to the *Handbook of Counseling and Psychotherapy with Lesbian, Gay, Bisexual, and Transgender Clients*, 2nd ed., published by the American Psychological Association. The first edition of the *Handbook* was the first of its kind published by APA and was honored with the Division 44 Distinguished Book Award in 2001. He has presented his scholarship and research at numerous national conventions and meetings. Most recently, he was invited as a visiting scholar to the University of Wisconsin to present a series of programs on affirmative psychotherapy, integrating LGBT issues within the curriculum, and addressing campus-wide LGBT issues. Moreover, Dr. Perez has worked within campus communities to advocate and advance the levels of knowledge and awareness of LGBT issues. Currently, he serves as an advisory board member for Pride Alliance, the LGBT student group at Georgia Tech. He previously served on a number of advisory committees at the University of Georgia (Lambda Alliance, GLOBES) and also volunteered time in the community to train peer counselors to LGBT youth in the Athens, GA, community.

**Dr. Melba J. T. Vasquez** is in private practice in Austin, Texas. She has been a member of Division 44 since its inception, and is considered an "ardent" ally and supporter of its mission. As a co-founder of the National Multicultural Conference and Summit, Dr. Vasquez took a leadership role in ensuring that Division 44 was one of its key sponsors. In 2007, Division 44 honored her with a certification of appreciation for her efforts. Dr. Vasquez has also been a strong supporter of various LGBT initiatives while serving on the APA Council of Representatives, and currently while serving on the Board of Directors. As president of Texas Psychological Association, she took the lead in establishing the first LGBT Special Interest Group. Moreover, Dr. Vasquez appointed a Task Force on Social Justice issues whose primary task was to publish a column in the quarterly newsletter, *The Texas Psychologist*. One of the first articles was a scholarly article by Nathan Smith on gay marriage. Furthermore, in her scholarly writing about diversity issues with both practice and training, she often addresses the intersection of various identities, including gender, race/ethnicity, sexual orientation.

### Division 44 Needs All Your 10 Votes!

In early November, you will receive an apportionment ballot from APA. Your vote will determine the number of seats our division will have on the APA Council of Representatives. Because of your past support, our small division has been able to maintain adequate representation on Council to further the mission of Division 44. A number of issues of concern to us, such as the revision of the LGB Guidelines, will need to be approved by Council in the near future. You will have 10 votes to allocate. Please **ALLOCATE ALL 10 VOTES TO DIVISION 44** to ensure that we will continue to have a voice to represent your interests at APA Council.

—Randy Georgemiller, Ph.D., President, Division 44

## 2008 Scholarship Award Winners

The Scholarships Committee is pleased to announce the following winners for this year's awards:



### Malyon-Smith Scholarship Award:

**Mark L. Hatzenbuehler, M.S., M.Phil.**, Yale University

Faculty Advisor: Susan Nolen-Hoeksema, Ph.D.

*Proposal:* Mechanisms Linking Stigma to Internalizing Psychopathology: A Prospective, Community-Based Study of Sexual Minority Youth

### Bisexual Foundation Scholarship Award

**Melanie Elyse Brewster, M.S.**, The University of Florida

Faculty Advisor: Bonnie Moradi, Ph.D.

*Proposal:* Perceived Anti-Bisexual Prejudice Experiences: Scale Development and Evaluation



**Jordan Rullo, M.S.**, The University of Utah

Faculty Advisor: Donald Strassberg, Ph.D.

*Proposal:* Viewing Time as an Assessment of Sexual Interest/Arousal in Bisexual Men

Congratulations to the winners! Each of these students will receive a \$1,000 award to support their research projects. We look forward to reading their abstracts in the Division 44 Newsletter upon completion of their work.

I would like to thank the Division 44 members who reviewed the proposals: Sari H. Dworkin, Randy J. Georgemiller, Jonathan Mohr, and Kirstyn Yuk Sim Chun. I truly appreciate their dedication and hard work in reviewing all the proposals for these highly competitive awards. I also want to thank Ron Fox, who has been instrumental in maintaining our connection with the Bisexual Foundation and who helped us secure funds for two awards this year.

In addition, I would like to thank all individuals who have contributed to the Division's Malyon-Smith Scholarship Fund; these awards would not be possible without your generous donations. If you would like to contribute to the Fund, please contact the Division's treasurer. Every donation you make helps support students who are pursuing research on LGBT psychology.

I will be the lead coordinator of the 2011 National Multicultural Conference & Summit and have decided to step down as chair of this committee. I have enjoyed working with the ad hoc committee members over the last three years—this job would have been much more difficult without you! I also appreciate the 50+ students who have submitted their proposals during my tenure. While it was difficult to have to turn down so many outstanding proposals given the limits of our fund, it was also inspiring to see what the future holds for the psychological study of LGBT issues. If you are interested in chairing this committee, please contact Randy Georgemiller at [georgemill@aol.com](mailto:georgemill@aol.com).

The next deadline for student research proposals is February 1, 2009. Further information on the scholarships can be found on the Division's Web site. Faculty members are strongly encouraged to inform students of the awards.

—Francisco Sánchez, [fjsanchez@mednet.ucla.edu](mailto:fjsanchez@mednet.ucla.edu)

### Roy Scrivner Memorial Research Grants

The Roy Scrivner Memorial Research Grants support empirical and applied research focused on lesbian, gay, and bisexual family psychology and lesbian, gay, and bisexual family therapy. APF encourages researchers from all fields of the behavioral and social sciences to apply.

- **Amount:** One grant of up to \$10,000 for research by a post-doctoral researcher. Up to two \$1,000 grants for graduate student research with strong preference given to dissertation candidates.
- **Eligibility:** All post-doctoral grant applicants (including co-investigators) must have a doctoral-level degree (e.g., Ph.D., Psy.D., MD). Pre-doctoral applicants must be graduate students and include a letter of support from their supervising professor.
- **Deadline** for application: November 1, 2008.
- **More information** at the American Psychological Foundation: [www.apa.org/apf/scrivner.html](http://www.apa.org/apf/scrivner.html)

The American Psychological Foundation (APF) provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

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## APA Conference 2008 — Boston

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### Research Implications: Intersections of Sexual Orientation and Ethnicity

Michele K. Lewis, Chair  
Kirstyn Yuk Sim Chun, Discussant

*Persons of color who are also sexual minorities have been discussed as possessing dual identity stress. Several life issues for this population contribute to stressful experiences; such life issues will be discussed for lesbian, gay, bisexual, and transgender (LGBT) persons of color. Participants presented their research findings related to: (a) sexual identity disclosure to family members among Mexican American gay males; (b) demographic and socio-cultural correlates of sexual prejudice in Taiwan; (c) valuation of a culturally inclusive model of sexual minority identity formation; and (d) patterns of sexual and physical abuse of LGBTQ persons during childhood among ethnic minority groups.*

#### Processes of Sexual-Identity Disclosure to Family by Mexican-American Gay Males

Luke Moissinac, Stephen Jack, Kevin Pengelly & Alan Hansen

The importance of closeness to family in Latino populations has been theorized to affect development of minority sexual identity. Indeed, quantitative research has found comparative delays in sexual identity integration (Rosario, Schrimshaw, & Hunter, 2004) and disclosures to parents (Groves, Bimbi, Nanin, & Parsons, 2006). Most studies, however, have used samples that aggregated participants across multiple Latino communities that were situated in major metropolitan areas. This paper extends such research on three fronts: focusing only on Mexican-American participants; collecting data in South Texas, which is arguably more socially conservative; examining disclosure processes in real-time social interaction in which participants actively engage in identity work. In this way, we move away from static snapshots of experiences in the effort to uncover meaning-making processes of how individuals want to be understood both to their interlocutors and themselves.

We present three stories told by Mexican-American participants excerpted from a total of about six hours of transcribed discourse data from three facilitated group discussions by 14 gay-male, college students of diverse ethnicities. These stories ratify previous research on the difficulty of disclosure in traditional families. Knowledge about disclosure is advanced by participants' common sequencing of mothers before fathers, the use of humor as a disclosing device, the role of expectations, and the construction of "off-the-record" talk.

#### Demographic and Sociocultural Correlates of Sexual Prejudice in Taiwan

Ming-Hui D. Hsu

Although sexual stigma in Taiwan has gradually decreased since the 1990s, Taiwanese society continues to have difficulty accepting gay persons. Using a sociocultural perspective, sexual prejudice in Taiwan is understood as a resistance of traditional Chinese social/cultural values against modern social/cultural values. This study examined demographic and sociocultural correlates of general and relationship-based sexual prejudice among college students in Taiwan. General sexual prejudice refers to prejudice against lesbians and gay

men in general, and relationship-based sexual prejudice refers to prejudice against gay persons with whom one has familial or non-familial relationships.

This study used a survey written in traditional Chinese. Back-translation was used for the measures designed in English. The sample consists of single heterosexual college students (age 18–25) from two large private universities in Taiwan. Sample X has 76 male and 63 female students (mean age = 20 years old) from a university at a small city. Sample Y has 42 male and 42 female students (mean age = 20 years old) from a university at a large city.

Some research findings: 1) Male, lower family SES (for Sample X), and no interpersonal contact with gay persons was associated with more sexual prejudice. 2) The relationship between filial piety and sexual prejudice was more complex than expected. 3) More conservative attitudes toward others' sexual behavior were related to more sexual prejudice. 3) Participants had more prejudice against gay men than lesbians. 4) Participants had more sexual prejudice against family than non-family members.

#### Evaluation of a Culturally Inclusive Model of Sexual Minority Identity Formation

Cristina M. Risco & Ruth E. Fassinger

This presentation outlines a validation study conducted on two measures (for women and men) of a model of sexual minority identity formation (Fassinger, 2001a,b; Fassinger & Miller, 1996; McCarn & Fassinger, 1996) with a racially and ethnically diverse sample. The measures were derived from the Fassinger, et. al., dual-trajectory model that hypothesizes two separate but reciprocal processes of individual sexual identity development and group membership identity development in a four-phase developmental sequence. The items in two existing measures were revised to better capture current understandings of the experiences of sexual minority people of color. Preliminary results from a modified Q-sort methodology with a sample of 10 diverse sexual minority people of color indicated support for the model and suggested that the measures were appropriate for the implementation of the full validation study. Participants are being recruited through the internet (N > 200). Estimates of internal consistency reliability are being assessed through Cronbach's alpha and the factor structure is being assessed using confirmatory factor analysis. Convergent

validity is being assessed through relationships of the two identity measures to measures of identity confusion, internalized homonegativity, same group orientation, outness, and cultural conflict (all measures developed and/or successfully used in Mohr & Fassinger, 2000). Discriminant validity is being assessed using a measure of dogmatism. Implications of the findings for theory, research, and practice will be discussed.

### **Childhood Trauma and Health among Ethnically Diverse LGBT Adults**

Kimberly F. Balsam, Keren Lehavot, Blair Beadnell, & Libby Cope

Prior research has established that lesbian, gay, bisexual, and transgender (LGBT) people experience higher rates of childhood emotional, physical, and sexual abuse compared with their heterosexual counterparts. Other literature has established racial/ethnic differences in rates of childhood abuse. However, there has been relatively little research on how race and ethnicity might intersect with sexual orientation to influence risk for childhood abuse. Furthermore, little research has examined how childhood trauma experiences are

associated with risk for adverse adult experiences and health outcomes among ethnically diverse LGBT people.

The current study reports results from a web-based national survey of 1217 LGBT adults, 35% of whom are LGBT people of color. Childhood physical neglect, emotional neglect, emotional abuse, physical abuse, and sexual abuse were assessed using the Childhood Trauma Questionnaire. Multivariate analyses revealed that race/ethnicity was a significant predictor of childhood physical and sexual abuse. Latino and Asian American participants reported higher levels of childhood physical abuse compared to white participants, while African American and Latino participants reported higher levels of childhood sexual abuse compared to White and Asian American participants. Structural equation modeling using MPLUS version 4.0 was conducted to examine models of the relationship between childhood trauma, LGBT stressors, and current mental and physical health functioning. Race/ethnicity was examined as a moderator of the relationship between childhood trauma and current adverse experiences and mental and physical health functioning. Results will be discussed in a multiple minority stress framework, and implications for future research and clinical practice will be discussed.

## **Double Standards in Students' Perceptions of Lesbian and Gay Professors<sup>1</sup>**

**Kristin J. Anderson and Melinda Kanner**

University of Houston-Downtown

Subtle prejudice is based on the assumption that many people hold negative stereotypes about stigmatized groups while simultaneously subscribing to egalitarian ideals and a desire to avoid societal sanctions against those who discriminate. In situations in which judgment about a group would appear to be based solely on bias, discrimination is unlikely. If, however, the situation allows the individual to rationalize evaluations based on non-prejudiced characteristics, discrimination may occur.

The present study examined students' perceptions of lesbian and gay professors. Students read a syllabus for a human sexuality course that was taught by: (1) a woman or a man; (2) a lesbian/gay man or heterosexual; (3) a politically conservative or politically liberal professor; and (4) a professor with a neat or sloppy syllabus (i.e., typographical errors). Political ideology and neatness of the syllabus were provided as two different possible rationales for discriminating against lesbian and gay professors.

Undergraduate student respondents ( $N=622$ ) were recruited from social science courses at a midsize public university in Texas, U.S.A. Sixty-four percent of the respondents were women. The ethnic backgrounds of respondents were as follows: 40% Latina/o, 29% African American, 17% white, 7% Asian-American, 3% "other," and 4% declined to disclose their ethnicity.

A syllabus for a course called *The Psychology of Human Sexuality* was created for the present study. Each syllabus

included a cover page and a rating form. The cover page contained instructions asking students to read an enclosed syllabus for a recently designed course and to answer an attached questionnaire regarding the class and the professor. Sixteen versions of the course syllabus were created, varying according to the four independent variables: Professor Political Ideology, Typographical Errors, Professor Sexual Orientation, and Professor Gender. Each respondent examined only one syllabus.

Immediately following the course syllabus, there was an evaluation form on which students were to rate their agreement with twenty-four statements made about the course and the professor. The statements would likely be asked on a standard course evaluation (e.g., "The requirements for this course seem to be clearly explained.") In addition, there were statements that have been shown to measure perceived political bias as well as questions about knowledge and warmth, about which students have been shown to evaluate professors according to gender stereotypes.

We found evidence of overt bias against lesbian and gay professors in that students were more likely to believe that lesbian and gay professors approach the course with more political bias (i.e., that the professor would be too opinionated, would have a political agenda, would force her/his views about sexuality on the students) than heterosexual professors teaching the same content. A previous study found a similar pattern in which students believed that women professors teaching a *Sociology of Gender* course would be more politically-biased than men teaching the same content (Moore & Trahan, 1997). Cesario and Crawford (2002) found that gay men were trusted less when discussing gay-related issues than when talking about

<sup>1</sup> Correspondence and requests for a full copy of this article should be addressed to Kristin J. Anderson, [andersonk@uhd.edu](mailto:andersonk@uhd.edu).

sexually-neutral issues (perceptions of lesbians were not examined). Perhaps the student respondents in the present study assumed that gay professors would discuss homosexuality in the human sexuality course more than would heterosexual professors and would do so in a way that lacked objectivity. The most “objective” and supposedly least biased professor in the present study is a politically liberal, heterosexual man.

Professors’ sexual orientation interacted with political ideology to reveal subtle bias. For example, liberal gay professors were regarded positively: liberal gay men were believed to be more professionally competent, and were less likely than conservative gay men to be politically-biased. The pattern for lesbian professors was different. Liberal lesbians were viewed as being more biased than liberal heterosexual women. Conservative lesbians were viewed as being more professionally competent than were conservative gay men. In contrast to the view of gay men, conservative lesbians were viewed more positively: they were viewed similarly in organization and professionalism to liberal lesbians, but were assumed to be less biased.

We also examined students’ reports of their active interest in taking the course. In terms of political ideology, students were more interested in taking the course when it was taught by liberal lesbians and gay men than when it was taught by conservative lesbians and gay men; this pattern is mostly a function of the relative lack of interest in taking the course if it was to be taught by a conservative gay man.

Perceptions of lesbian/gay and heterosexual professors varied according to political ideology but perceptions based on an interaction between professor sexual orientation and professor neatness did not. Perceptions of professors based on gender, as it varies according to typographical errors, did occur. For instance, among syllabuses without typographical errors, respondents were more interested in taking the course if it was taught by a conservative woman than by a conservative man. In contrast, when syllabuses contained errors, respondents were more interested in taking the course if it was taught by a politically-liberal woman than a liberal man. Finally, as expected, women professors were perceived as being warmer than were men professors with the same syllabus content.

The results from the present study suggest that students come to a course with a set of gender- and sexuality-based expectations that influence their initial impressions of the course and the professor.

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## Social Justice and LGBTQIA Advocacy: Perspectives across the Developmental Lifespan

Anneliese A. Singh, Chair  
Sue Morrow, Discussant

*Presenters discussed their personal and professional experiences with social justice advocacy in LGBTQIA (lesbian, gay, bisexual, transgender, queer, questioning, intersex, ally) communities. The primary goal of this panel was to gather, discuss, and disseminate practical and powerful social justice strategies for LGBTQIA concerns. These excerpts are intended to capture the spirit of the call to action for LGBTQ psychologists with communities of color during this symposium.*

### Queer People of Asian Heritage: Taking Cues from Community Organizers

Anneliese A. Singh, University of Georgia

“A better day is coming—on a quiet day . . .  
I can hear her breathing” —*Arundhati Roy*

I do believe a better day is coming. The reason I feel this way is not because queer folks can now get married in California. Rather, my hope emerges from the long her-story, his-story, and T-story of queer Asian social justice movements in the U.S. and beyond our borders. I will share some of these stories in a call to action for the field of LGBTQIA psychology to place all people of color issues at the center of the work we do.

In 2006, the National Gay and Lesbian Task Force conducted the largest survey with queer Asian American Pacific Islanders (AAPI) to date confirming the complex intersection of racism and heterosexism for AAPI queer people. Over 75% of respondents reported significant experiences with heterosexism and homophobia, and over 85 percent reported significant experiences with racism. If these survey findings

tell psychologists anything, it is that queer liberation movements—including those in psychology—must keep race and ethnicity as central to our organizing. How are we going to do accomplish this? We must listen, learn, and pay attention—not only to the research on Asian American/Pacific Islander (AAPI) and queer identity development models—but also to the street-level-activism in AAPI queer community.

I want to leave you with three take-away messages psychologists can learn from queer Asian American organizing. First, Queer AAPI folks actively organize within our own communities. Despite all the negotiating we have to do around racial and heterosexist micro-aggressions, many of us organize to confront the oppressions we experience. *Trikone*, a South Asian queer magazine, has been around for over a decade as a queer and sex-positive resource for those South Asian queers who may or may not be “out.” The longest running *Trikone* organization is in San Francisco, and there are active chapters that have monthly socials and engage in political movements all over the country. So, we don’t only organize—we use media to market our liberation!

Second, Queer Asian American folks organize on issues that don't always have "queer" issues as central. Asian Women's Shelter in San Francisco has held a multi-year, intentional exploration of queer women working on intimate partner violence—where women's space is the organizing principle; and within that framework the intersections of sexism, racism, and heterosexism are explored and transgender perspectives are valued.

Finally, many queer APIs know our roots weave through this country and back to our homelands. Knowing this, our "homes" don't have the usual borders. So, when we are working on transgender liberation, we look both to the struggles and successes of transgender people in our motherland—the bissu of Malaysia or to the Hijras of India. We look outside U.S. borders to learn lessons of how transgender people have not only existed over time, but were also celebrated before colonization. When we march in our Pride parades in the U.S., we send money and support to countries such as India and Nepal who recently had their first Pride marches. We know that our struggle for queer rights in this country is integrally linked to struggles internationally. We are also clear that we are stronger in our efforts when we think globally about our concerns.

### **Social Advocacy, Systemic Intervention and Psychologists' Training: Skills and Pedagogy**

Theodore Burnes, University of Pennsylvania

I would like to share with you some thoughts and experiences about training psychologists to engage in social advocacy and systemic interventions with LGBTQIA folks. A question—what are ways in which we (not me, but all of us) feel as though training for systemic interventions is missing from our courses and fieldwork experiences?

Many of us were trained to know that we needed to act as advocates for LGBTQIA people, but we may feel "unable to make the jump" from conducting traditional therapy services to conducting liberation-focused, systems-level interventions with queer communities. I would like us to pause and remember that systemic interventions are no longer an aspiration to which we should aspire—we are highly encouraged by various ethical standards and principles to advocate for marginalized people on a variety of systemic levels—not just a societal level, but in communities as well.

If we know from scholars such as Harper (2005) and Whitcomb and Loewy (2006) that LGBTQIA folks are internalizing societal and systemic oppression, why do we feel that it is adequate to only train our clinicians to serve these people using micro-therapy models? Further, although there is a programmatic increase in teaching students to work with LGBT clients in traditional therapeutic settings, there are few empirical or theoretical investigations of how we train clinicians to advocate for these clients across different systemic levels.

I believe that there are many ways that we can push ourselves and hold ourselves accountable to social justice training with LGBTQIA clients. One such way is asking my students to learn about systems in which they can intervene by doing field research. Not necessarily intervening right away, but just learning about systems. Leaving the home court advantage behind and just going into communities. What are

sights and sounds? Where do these see marginalization and oppression? How does systemic heterosexism and homophobia intersect with racism, ableism, classism, and sexism? Notice what I don't ask students to do is to conduct field research in specific neighborhoods where they don't "interview the queer people and the people of color like a class project"—in my experience, this type of activity can create an "us-versus-them" mentality and often cause "othering." Rather, I ask students to just be in the margins of human spaces—much like how many culturally marginalized people feel when they are in traditional mental health settings.

### **The "T" in LGBT: Needs and Action Steps**

lore m. dickey, University of North Dakota

Advocacy for transgender people is as much about civil rights as it is about mental health parity. The transgender movement has become increasingly visible since the days of Stonewall (Currah, Juang, & Minter, 2006). The LGBTQIA community has been split on how to proceed in an effort to gain workplace protections at the federal level (Employment Non-Discrimination Act, ENDA). Some advocates believe that any measure of protection is better than no protection at all. Others say that unless we all receive protection; no one is truly safe in the workplace. Over 350 organizations came together to support trans-inclusive legislation (see Web site, [www.unitedenda.com](http://www.unitedenda.com)). It is estimated that as many as 46 percent of transgender people have reported workplace discrimination (Broadus, 2006). Employment concerns, coupled with difficulty in finding safe housing and affordable, competent health, are a recipe for disaster (Wilkinson, 2006).

The latest area of concern for the transgender community is the development of new diagnostic criteria for the DSM-V. Activists worry that at best the new diagnoses for Gender Identity Disorder and Transvestic Fetishism will be more of the same. At worst, the diagnoses will further pathologize trans individuals. This pathologization will lead to further discrimination, lack of access to health care, and continued safety concerns.

Psychologists can work within their local communities to develop networks of professionals who hold compassionate views about transgender individuals. Develop or adopt harm reduction or informed consent models for treatment that keep the transgender client in control of the transition process. We must move away from the protocols that require extensive psychological testing and a gatekeeper model for treatment.

According to the International Bill of Gender Rights: "all human beings have the right to define their own gender identity regardless of chromosomal sex, genitalia, assigned birth sex, or initial gender role." What are you going to do to assure that each and every client you see has those rights?

### **A Framework for Advocacy with Queer African American Women**

Konjit Page, University of North Dakota

I'd like to spend our brief time together speaking a little about what we do and don't know about working with queer people of color, specifically Black lesbian and bisexual women. I'd also like to talk about how to engage working with queer Black communities through some recent examples



of work I am currently participating in that could perhaps be seen as a one approach in working with this community.

When we look at the experiences of queer people as described by researchers and scholars in our field, the experiences of queer people of color have largely been ignored. Often the queer community that usually gets referred to is the gay, male and white populations of this group. When we look towards the literature on Black lesbian and bisexual women, what we see is an even a smaller amount of information, though there are those out there broadening this work. So we are talking about the experience of being Black in this country, of being a woman in this country and of being queer in this country. We're talking about dealing with racism, sexism, homophobia—and, in many cases, these experiences occurring concurrently.

When taking a social justice approach in working with communities of color, specifically with Black lesbian and bisexual communities, three things stick out to me as important. First, taking into account knowledge about relevant issues pertaining LGB people of color. Second, being able to engage in difficult dialogues about these issues. Third, understanding (and addressing) the interactions between varying forms of privilege (racial and heterosexual) and oppression. To highlight these three points, I want to provide an example of some recent work that I have undertaken in the Boston community:

### Symposium on Revising the Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients

*The American Psychological Association adopted the original Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients in February 2000. These Guidelines represented an important step in offering guidance to psychologists who worked with LGB clients in psychotherapy. Under APA rules, guidelines may not stand for longer than 10 years after their adoption. In accordance with that rule, Division 44 and the Committee on Lesbian, Gay, Bisexual, and Transgender Concerns convened a group to revise the Guidelines. Under the leadership of Kris Hancock, that group has been working to examine the extant Guidelines, to assess psychologists' experience with them, and to recommend a revised set of Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients to APA. A symposium at the 2008 APA convention focused on the revision process that is currently ongoing. Below are several papers based on presentations made in that symposium. —Glenda Russell*

#### Religion and Spirituality: Implications for Psychotherapy with LGB Clients<sup>1</sup>

Terry S. Gock

Practice guidelines require periodic revision not only because we need to keep up with scientific and clinical advances. We do so to be responsive to the social and cultural contexts that inevitably change with time. One of the newly developed guidelines in this upcoming revision of the LGB Guidelines addresses the dynamic role religion and spirituality has in the lives of many LGB people. It states: "Psychologists are encouraged to consider the influences of religion and spirituality in the lives of LGB persons."

At first glance, this statement is so obvious that one wonders why it is necessary to include it as a guideline. This pro-

A couple of years ago, a friend established an organization called, "QWOC+ Boston"—"QWOC" referring to Queer Women of Color. The group puts on various social functions for queer women of color in Boston, really fulfilling a need that was missing in this town. Last week, the first ever "QWOC Week" was held in Boston. During the initial planning, the organizer and I spoke about the lack of information about health-related issues for queer women of color. Knowing my research and clinical interests, I was invited to put together a panel discussion on health- and healthcare-related issues for queer women of color. In beginning this process, I first spoke with the other planning committee members and volunteers (all queer women of color) to understand what information they felt was missing or that they needed. I also broadened this to include volunteers and friends of volunteers. My next step was to get feedback from clinicians and other healthcare providers in the area that were already doing this work. One of the things I continue to be amazed about is how researchers and some folks in our field fail to acknowledge community activists and community organizations that may have been doing the work that we're just now attempting to do—for the past twenty years. This is why it is vital for all psychologists working from an advocacy framework on queer issues to recognize that community members may not trust you due to previous negative interactions with other individuals or organizations in psychology.

posed guideline, however, reflects the social and historical changes in the past ten years or so. During this time period, we have witnessed lesbian, gay, and bisexual (LGB) people becoming more vocal in articulating, reclaiming, and speaking out about their faith and spirituality. In contrast to those mostly, if not exclusively, fundamentalist Christian groups that view same-sex sexual orientation as being incompatible with their religion, these LGB people from different faith backgrounds (such as Buddhist, Muslim, Jew, and Christian) show the complex and sometimes ambivalent relationships they have with their diverse religious and spiritual traditions (e.g., Leyland, 2000; Saed, 2005; Sheer, 2002; White, 1995).

This social zeitgeist is mirrored in professional psychology. In recent years, the scholarly and clinical practice interest in the interface between sexual orientation and spirituality has been on the rise. For example, articles and book chapters that address the practice in this interface, and which go beyond debating the pros and cons of conversion therapy, are becoming more prevalent (Bartoli & Gillem, 2008; Gock, 2007; Haldeman, 2004). It is therefore not surprising that in a sur-

<sup>1</sup> Based on presentations at "Revising the LGB Guidelines: Issues in Content and Process" Symposium, American Psychological Association Convention, Boston, MA, August 14, 2008. Reverences are available from the authors by request, [terrygock@aol.com](mailto:terrygock@aol.com), [sarid@csufresno.edu](mailto:sarid@csufresno.edu), [gmrussell5@hotmail.com](mailto:gmrussell5@hotmail.com).

vey conducted with mental health professionals by Russell, Bohan, and Willow (2007) on the use of the current LGB Guidelines, many respondents asked for guidance to help them in their work with their LGB clients in this area. The presently proposed guideline is thus our response in support of this call from the field.

The development of this guideline is grounded in our current ethical principles and code of conduct (APA, 2002). These principles and code of conduct call us to be aware of and respect people's cultural, individual, and role differences based on, among other dimensions, religion. Applying to LGB people, these ethical principles and code of conduct beckon us to be truly open to, and appreciative of, their diverse religious and spiritual practices, including those who are agnostic, pagan, or atheistic in their beliefs. Not only is such awareness and respect consistent with our professional values, a number of authors have cogently argued that understanding and respecting a client's spirituality and religiosity are necessary for conduct competent psychological assessment and treatment (e.g., Hathaway, Scott, & Garver, 2004; Worthington & Sandage, 2001).

The core question for us is how we, as psychologists, practice such awareness and respect when it comes to working with LGB clients. In the rationale section that serves as the background for this proposed guideline, the specific challenges are laid out. These challenges will be described here before we look at some of the aspirational practices and applications that are offered in response to them.

As mentioned previously, the influence of religion and spirituality in the lives of LGB people is complex, dynamic, and often a source of ambivalence. This is so because their experience, especially with organized religion, is varied and diverse. While some religious and spiritual belief systems are relatively neutral about diverse sexual orientations (e.g., Buddhism and Hinduism), others have historically been more condemnatory (e.g., the Abrahamic faiths of Christianity, Judaism, and Islam). Even within such religious traditions as Christianity which have been more disapproving of LGB people, there has been an emerging and growing theological paradigm in the past 20 to 30 years that accepts and supports diverse sexual orientations (Borg, 2004). For example, the seven Christian scriptural passages that have traditionally been used to justify the rejection of LGB people have been challenged on theological grounds (e.g., Helminiak, 2000; Spong, 1992). Even some conservative Christians who generally view the sexuality of LGB people as sinful now espouse a more tolerant understanding (e.g., Wallis, 2005). As Allport (1954/1979) notes: "The role of religion is paradoxical. It makes prejudice and it unmakes prejudice" (p. 544).

Given such diverse theological perspectives on same-sex sexual and affectional attraction, it should come at no surprise that different faith traditions, and different segments within each faith tradition, can vary considerably in terms of how much they welcome or reject LGB people. Because of this, LGB people come to the therapeutic encounter carrying with them their past experience from their faith and spiritual journeys. For example, even those individuals who currently are progressive Christians may have grown up in more conservative or rejecting faith traditions. As a result, they may still be harboring some of the remnants of the detrimental psychological effects stemming from such rejection.

In addition to their diverse past experience with faith, LGB individuals may differ in terms of the role religion and spirituality plays in their current lives. For instance, while some view their faith traditions and spiritual beliefs as an important and integral part of their identity, others do not (Maynard, 2001). Moreover, similar to their heterosexual counterparts, the influence and meaning of faith for LGB persons may differ across the lifespan. For example, those in the younger age range may look to faith traditions and religious beliefs for practical guidance, while those who are older may seek spiritual practices more for existential understanding. Furthermore, as a result of the past abuse they have suffered in the name of organized religion, many LGB people may have difficulty viewing religion or spiritual practice as an important part of their current lives (Haldeman, 1996).

Given the diversity and complexity described above, how do we, as psychologists, understand and address the religious and spiritual experiences of our LGB clients? In striving to do so, we are encouraged in this proposed guideline to consider both the historical and current role and impact of religion and spirituality in the lives of our LGB clients (Haldeman, 1996). In particular, we are urged to consider the hurtful religious experiences from which the current faith and spiritual identity our LGB clients may have evolved, as well as how such experiences may have impacted them.

As we well know, the vast majority of clients who seek sexual orientation conversion therapy hold religion beliefs that they experience as incompatible with their sexual orientation (Shildo & Schroeder, 2002; Tozer & Hayes, 2004). While the APA Task Force on Appropriate Therapeutic Responses to Sexual Orientation is currently preparing a report that will expound on this topic more fully, the presently proposed guideline offers some directions. In specific, it encourages psychologist to consider requests to change sexual orientation very carefully in light of the slim evidence for the effectiveness and efficacy of such treatment efforts, as well as the ethical issues involved. Along this line, Greene (2006) and Haldeman (2004) have both argued that it may be more realistic to modify religious affiliation than sexual orientation.

With respect to ethical issues, it is helpful to be reminded that the ethical principles involved here is not that of client autonomy or choice alone despite the fact that many of those who advocate for conversion therapy often frame the issue in that manner. Some of the other ethical principles that are intertwined here include, in addition to client autonomy, informed consent (including about benefits and harm), and professional and scientific bases for treatment decision-making. Consequently, ethical treatment decision-making with LGB clients will require the dynamic balance of all these principles based on the contexts involved.

The measure of the relevance of this proposed guideline (or for that matter, any of the other LGB Guidelines) is not only how comprehensive and useful it is for the practitioners in our profession. Ultimately, the measure of its relevance is how well it serves and promotes the well-being of the LGB clients we encounter in our professional lives. It is our hope that this proposed guideline is responsive both to the practice guidance needs of our professionals and the supportive needs of our LGB clients as they navigate the interface between sexual orientation and faith.

## **Bisexuality: A Dilemma for Revision of The Guidelines**

Sari H. Dworkin, California State University, Fresno

APA Governing Council accepted the "Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients" in 2000. They are currently in revision. The original guidelines came out shortly after Division 44 changed its name and mission to include bisexuality. Empirical research on bisexuality was just beginning in earnest. In consultation with Ron Fox the task force working on the guidelines decided to place issues involving bisexuality under the section labeled "diversity."

Historically, the status of bisexual people is one of insider/outsider (Firestein, 2007). Bisexual persons can be described as sometimes on the inside of the heterosexual community (when partnered with or erotically attracted to the other-sex) and as sometimes on the inside of the gay/lesbian communities (when partnered with or erotically attracted to the same sex). Whichever community a bisexual person is inside of he or she is typically outside of the other community. That is when partnered with an other-sex partner the bisexual person is inside the heterosexual community and outside of the lesbian/gay community and vice-versa.

### *Insider/Outsider*

This insider/outsider status creates challenges for self-acceptance and for disclosure of a bisexual identity. Recent research by Mohr and Sheets (2008) suggests that bisexuals need to come out once as non-heterosexual and then a second time as a bisexual. If bisexual persons do not come out as bisexual then they are invisible as bisexual. This can have implications for healthy self-acceptance. A brief summary of some of the research on bisexuality that is reviewed in the draft revision of the guidelines suggests some of the difficulties bisexual persons face.

### *Gender Differences*

In contrast to lesbians, bisexual women have increased psychological stress when out as bisexual (Koh and Ross, 2006). Lesbian women have decreased psychological stress when out as lesbian. Bisexual women still face stereotypical labeling from lesbians (Knous, 2005) and a generally chillier climate within the lesbian community (Hartman, 2005). Hartman does note that the chillier climate is from "The Lesbian Community" whereas lesbian friends are supportive of bisexual women. Bisexual men often have increased internalized homophobia and therefore more problems with same-sex attraction than bisexual women (Potoczniak, 2007). Other important gender differences are that bisexual women tend to be more fluid with their sexuality (Diamond, 2003; 2005; Rust, 2007) and have to deal with sexism (Firestein, 2007). Gender differences, difficulties in self-acceptance and the need to come out twice can impact the mental health of bisexuals.

### *Mental Health*

Even though homosexuality was declassified as a mental illness, studies are still being conducted on the mental health of non-heterosexuals. Most studies examining the differences between the mental health of bisexuals vs. the other sexual orientations have found no difference (Bradford, 2004; Hor-

owitz, Weis, Laflin, 2003). But some recent studies have found differences. Some bisexuals show more distress and even pathology than non-bisexuals (Jorm, Korten, Rodgers, Iacomb, & Christensen, 2002; Silverschanz, 2004). Higher levels of depression, anxiety, alcohol abuse, suicidality and psychopathology (Paul, Calania, & Pollack et al., 2002) have been noted. This distress is likely caused by the continuing biphobia from the gay/lesbian community and homophobia from the heterosexual community (Herek, 2002; Mulick & Wright, 2002). Biphobia stems from still prevalent societal beliefs, such as bisexuals are confused; they are either lesbian or gay or playing safe (Eliason, 2001). In addition many people believe that bisexuals don't have stable relationships, and are responsible for AIDS in heterosexuals (Eliason, 2001). The news isn't all bad. Tomassilli, (2007) found that lesbians and gays had more favorable attitudes when the target was a bisexual woman and the more interaction heterosexuals had with bisexuals the more their attitudes were positive toward male and female bisexuals. Bisexuals experiencing psychological distress may seek out therapeutic help justifying the need for practice guidelines that include bisexual issues.

### *Therapy*

Similarly to gay and lesbian people, bisexual persons seem to utilize therapy to a large extent. Most already have come to a bisexual identity prior to beginning therapy (Firestein, 2007). As stated earlier, they often find identifying as bisexual stressful and sometimes are confused about their bisexual identity (Potoczniak, 2007). Almost all the identity models for bisexuality contain a stage when people are confused about their identity. This is understandable due to dichotomous thinking when it comes to sexual identity, the marginalized status of bisexuals in society, and biphobia (internal and external).

Therefore bisexual clients need practitioners who validate their bisexual identity, and see bisexuality as healthy (Page, 2004; 2007). Page goes on to emphasize that the therapist must have knowledge about bisexuality, and must have the ability to be affirmative about a bisexual identity. Kertz and Israel (2002) also stress that therapists must understand how the problem of invisibility gets magnified based on relationship status and also that the bisexual client can face negativity from partners and community when challenging their invisibility as a bisexual person.

### *Bisexuality in the Draft Revised Guidelines*

This very brief review of the literature provides a rationale for the current draft of the specific guideline dealing with bisexuality, the removal of bisexuality as a part of diversity issues, and its replacement with infusion of bisexuality throughout the guidelines. As Russell noted in her presentation [below], one of the comments to her survey on how practitioners use the guidelines discussed the absurdity of separating out bisexuality as a diverse issue when these are guidelines for psychological practice with lesbian, gay, and bisexual clients. The title implies that bisexual issues will be discussed throughout the guidelines not as a separate entity. This is exactly what has been done with the revision of the guidelines. But there are unique issues for bisexuals. So, now under the section "Attitudes towards homosexuality and bisexuality": DRAFT GUIDELINE 6 states: "Psychologists strive

to recognize the unique experiences of bisexual individuals.” A rationale for the guideline and application of the guideline follow. The rationale section reviews extensive literature and the application section spells out specifics for practitioners. Every other guideline includes how the guideline relates to bisexuality. Three examples of how bisexuality has been infused throughout are:

**DRAFT GUIDELINE 5.** “Psychologists are encouraged to recognize that the manifestations of stigma vary according to context.”

*Rationale:* “Bisexual individuals of any sex must contend with bias not only from heterosexual individuals but sometimes from lesbians and gay men as well (Herek, 2002; Mohr & Rochlen, 1999).”

*Application:* “Consider, for example, the differences in contextual influences—singly and in combination—that are present in this contrast: a 60-year-old HIV-positive African American gay man living in Rome, Georgia versus a 25-year-old white HIV-negative bisexual man living in Chicago.”

**DRAFT GUIDELINE 8.** “Psychologists strive to be knowledgeable about and respect the importance of lesbian, gay, and bisexual relationships.”

*Rationale:* “Mixed-orientation couples (e.g., a lesbian woman and a bisexual woman, a bisexual man and a heterosexual woman, a lesbian woman and a heterosexual man) may present with unique concerns (Buxton, 2007). Non-monogamous or polyamorous relationships may be more common and more acceptable among gay men and bisexual individuals than is typical for lesbians or heterosexuals (Herek, 1991b; McWhirter & Mattison, 1984; Peplau, 1991). Psychologists may be unprepared for or biased in their work with these non-traditional relationships” (Rust, 1996b; Weitzman, 2007).

*Application:* “It is useful for psychologists to be aware of the diversity of these relationships and refrain from applying a heterocentric bias when working with lesbian, gay and bisexual couples.”

**Draft Guideline 12.** “Psychologists strive to understand how a person’s lesbian, gay, or bisexual orientation may have an impact on his or her family of origin and the relationship to that family of origin.”

*Rationale:* “Bisexual individuals may experience some unique complications with their families of origin. Persons who identify as bisexual and become romantically involved with same-sex partners may receive pressure from their families of origin to choose a partner of the other gender and bisexuals who are in mixed-sex relationships may have difficulty maintaining their bisexual identity within their family of origin and extended family (Dworkin, 2001, 2002; Firestein, 2007). Individuals with same sex attractions may initially identify as lesbian or gay; some later identify as bisexual, which may precipitate a second coming out process with the family of origin” (Rust, 2007).

*Application:* “Psychologists are urged to assist bisexual clients in their efforts to present facts about what is true and what is myth regarding bisexuality to their families.”

## Conclusion

The draft document, “Revised Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients” is highly improved in terms of the treatment of bisexuality. The current empirical research has been reviewed. The issues that bisexuals face are infused throughout the document. This document accounts for the similarities and differences of bisexuals when compared with gays and lesbians. The “unique experiences of bisexual individuals” are truly represented in this draft revision.

## LGB Guidelines: What Do Therapists Want?

Glenda M. Russell, Janis S. Bohan, Katrine Willow

In the early stages of revising the *Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients*, we asked the question: Do we have information about how psychologists have used the extant *Guidelines*? To address this question, we developed an online survey designed to seek input from psychologists regarding their experiences with the existing *Guidelines*. We distributed the survey by means of an online announcement that included a link to the survey. We circulated this announcement through appropriate listservs and encouraged recipients to forward the announcement to others.

We received a total of 580 surveys. We analyzed the survey data using a consensus coding approach among the three authors. The total sample of 580 surveys was markedly bimodal and appeared to represent two distinct groups of responses; the two groups were approximately equal in number. Modal group A represented the intended target group: psychologists and graduate students in psychology. Modal group B represented a different population: mental health and/or pastoral professionals who found out about the study through listservs associated with NARTH (National Association for Research and Therapy on Homosexuality) and the American Association of Christian Counselors.

In general, demographic differences between these two modal groups can be characterized as follows: In comparison to modal group B, modal group A respondents: Were younger on average; Included more people of color; Were more likely to identify as LGBT; Were more highly educated; Were more likely to be members of APA; Were more likely to live in urban or suburban (as opposed to exurban or rural) areas; Were more likely to describe their therapeutic approach as LGB-affirmative; Were more likely to market their practices to LGB clients (for those who had practices and identified particular marketing goals); Worked in a wider variety of settings (vs. predominantly in private practice, Christian; counseling, and/or pastoral settings for modal group B).

The sex ratio was equivalent in modal groups A and B, with slightly over half of respondents in each group being female. Respondents in modal groups A and B were about equally likely to report that they were licensed, but licensing was in very different areas. In modal group A, psychology licensure predominated. In modal group B, masters-level counseling predominated, with many “licenses” reflecting various levels of education or certification in areas other than psychology (especially areas related to religion).

In this paper, we outline major findings from each of the two modal groups of respondents, focusing only on major themes in the data. We emphasize that we address the actual

data from the survey, *not* how these data have been used by the *Guidelines* revision group in our drafts of the revised *Guidelines* thus far.

#### *Modal Group A Responses: Major Themes*

From the responses of participants in modal group A, we identified 22 themes that emerged with enough frequency and detail that we could develop a clear statement of problems with the original *Guidelines* and/or suggestions for revision. These themes were:

- The suggestion that the role of homophobia/ heterosexism and biphobia (collectively: sexual prejudice) should be specifically addressed throughout the guidelines in order to make it clear that problems are associated with sexual prejudice rather than with sexual orientation per se.
- Need for all therapists, including LGB therapists, to be self-reflective and self-aware about the role of sexual prejudice in their own understanding of and practice with LGB clients.
- Need to recognize the difference between implicit and explicit attitudes and their influence on practice. This difference has implications for all psychologists, no matter what their sexual orientation or gender identity.
- Need to provide guidance to therapists regarding how to raise relevant issues if clients do not do so themselves (e.g., issues related to stigma around sexual orientation, even when neither stigma nor sexual orientation is the presenting problem).
- Tension between recognizing ways in which therapy with LGB clients reflects patterns common to therapy with any client, on the one hand, and ways in which therapy with LGB clients has some unique features, on the other.
- Need for the *Guidelines* to address therapy with transgender clients. [This is clearly a huge need. Just as clearly, the LGB *Guidelines* address issues related to LGB clients rather than transgender clients per se. *Guidelines* directed at therapy with transgender people are needed and they are expected to be forthcoming through their own unique process.]
- Need to address gender non-normativity as a phenomenon that is often conflated with sexual orientation for LGBs and that is a source of prejudice and discrimination for some LGBs and for some heterosexuals.
- Preference for the use of a more affirmative framework and language, with two major considerations: stating what LGBs *are* rather than what they *are not*; and emphasizing resilience, crisis competence, strengths, etc.
- Need to address cultural/contextual/constructivist/constructionist understandings of traditional categories of sexual orientation in order to: make guidelines inclusive of people from varied cultural and racial/ethnic contexts; recognize generational shifts in the meaning and application of categorical labels; address international variations in conceptualization and labeling of sexual orientation/sexual behavior categories; present a view that encompasses women's as well as men's experiences; reflect emerging data that challenge rigid understandings of traditional categories.
- Need to attend to variability within LGB communities based on gendered expectations, including the impact of sexism on lesbian and bisexual women and the impact of masculinity pressures for gay and bisexual men.
- Need for more about the process of therapy, including attention to how the guidelines can be enacted in therapeutic practice.

- Suggestion that issues of diversity should be included throughout the guidelines rather than confined to diversity guidelines.
- Need for a general discussion of "generational differences," i.e., how chronological age intersects with historical cohort. Generational differences should be its own guideline, separate from guidelines on youth or elders.
- Need for better and more widespread dissemination of *Guidelines*. (This observation was underscored by the fact that nearly 50% of respondents in modal group A did not know about or had never seen the *Guidelines*.)
- Problems with the use of "homosexuality" and "bisexuality," and questioning whether to use "LGB" as an adjective (e.g., LGB issues rather than issues for LGB people).
- Need to address various forms of intimacy, including polyamory, leather, kink, non-monogamy, families of choice, etc.
- Requests to call for specific condemnation of conversion/reparative therapy.
- Need for a guideline dealing with religion. This interest focused on the general question of the role of religion in the lives of LGB clients, including both positive and negative experiences with religion.
- Need to update the information across the board, including the literature, the bibliography, and other resources (i.e., media, websites, film, community resources, etc.).
- Proposal for APA to require (and enforce the requirement for) training on therapy with LGB clients in its accredited educational programs.
- Request for a change in the placement of the bisexuality section, which is currently located among guidelines dealing with diversity issues within LGB communities (e.g., race/ethnicity, age, disability). Bisexuality is not equivalent to those identities. As the "B" in LGB, it is addressed throughout the *Guidelines* and intersects with identities discussed in the diversity section.
- Request for stronger language, specifically, the language of APA *standards* rather than of *guidelines*.

#### *Modal Group B Responses: Major Themes*

Respondents in modal group B expressed two primary themes, with the vast majority of respondents in this group implicating one or both of these themes:

1. *The importance of religion.* Religious principles were the lens through which respondents answered virtually every question. They used religious principles and religious texts to evaluate the *Guidelines* and to evaluate the research upon which the *Guidelines* were based. From the perspective assumed by these respondents, religious tenets overshadow psychological science. Research findings or practice guidelines are accepted or rejected based on whether they correspond to religious beliefs.
2. *The need for alternatives to LGB-affirmative therapies.* These respondents argue that there is an intrinsic conflict between LGB identities and religious beliefs. This position is often couched in specific references to "reparative" therapies. This argument is predicated on the assumption that, in cases of conflict between sexual orientation and religion, religion always and inevitably trumps sexual orientation.

In addition to these two central themes, nine other themes emerged repeatedly in modal group B responses:

1. Assertion that LGB orientations are pathological.
2. Assertion that LGB orientations are immoral/sinful.

3. Assertion that LGB orientations are a choice.
4. Assertion that the “challenges” associated with LGB orientations are “natural consequences” of “choosing” these “lifestyles.”
5. Assertion that understanding various aspects of LGB orientations should not be equated with condoning these orientations.
6. Assertion that one can work effectively with LGB clients without agreeing with the *Guidelines* and/or without condoning LGB orientations.
7. Assertion that disagreement with the information contained in various *Guidelines* does not constitute prejudice or discrimination.
8. Assertion that working with LGB clients is no different from doing good work with any client.
9. Questioning the importance of knowing information in the *Guidelines* specific to LGB clients, a question based on the suggestion that it is not necessary to know about a “lifestyle” that one rejects, the suggestion that information in the *Guidelines* is biased, and the suggestion that the *Guidelines* represent “politically correct” views.

## Announcements

### New Co-Chairs of Public Policy Committee

Nathan Grant Smith (now at McGill University in Montreal, Canada) and I are the incoming co-chairs of Division 44's Public Policy Committee. There is an old aphorism “all politics are local,” and it partially derives from the fact that policy makers are mainly responsive to the people who elect them. Almost all LGBT public policy goals must first be achieved at the state level before the federal government will follow suit. Thus state psychological associations are uniquely positioned to inform state policy makers and work collaboratively with state LGBT advocacy groups toward equality goals that will benefit the mental health of LGBT citizens, including:

- Hate crimes legislation
- Protection from discrimination in employment, housing, credit, and public accommodations
- Marriage equality
- Freedom of gender identity and gender expression
- Protecting youth in schools, foster care, residential settings, and the juvenile justice system
- Parenting rights (child custody, adoption, foster care, access to alternative reproductive technologies)
- Healthcare that is equally accessible and culturally competent

We are gearing up to work with Division 44 members and their state psychological associations on these LGBT equality goals. Please let us know if you are interested in joining our committee to work on these state-focused efforts ([rjgreen@alliant.edu](mailto:rjgreen@alliant.edu) or [nathan.smith@mcgill.ca](mailto:nathan.smith@mcgill.ca)). We really need your help!

—Robert-Jay Green

### BECAUSE Conference: Call for Workshop Proposals

The 15th BECAUSE (Bisexual Empowerment Conference: A Uniting, Supportive Experience) is currently in its planning stages. This conference is to be held at the Minneapolis campus of the University of Minnesota on April 17–19, 2009. All workshops will be held on Saturday, April 18th.

After thirteen consecutive years, from 1992 through 2004, and three years off, BECAUSE is back. The BECAUSE Conference is the premier weekend for bisexuals, queers, questioning, and all others who are neither one thing nor the other. BECAUSE attracts people from throughout the Midwest and beyond to attend various educational workshops, get active, and generally enjoy the community experience.

We are looking for workshops in a variety of areas including Bi 101, sexuality, BDSM, health, politics, spirituality, and academic topics. In particular we are looking for presentations that help in building the bisexual community. If you have an idea but are not sure how to turn it into a workshop, or if you would like a list of suggested workshop topics, contact Kim Jorgensen at [kimberlyjorgensen@gmail.com](mailto:kimberlyjorgensen@gmail.com).

The deadline for submitting proposals is January 2, 2009. For more information, visit: [www.becauseconference.org](http://www.becauseconference.org).

### New Co-Chair of Mentoring Task Force

**Michelle Vaughan**, new co-chair of the Mentoring Task Force, completed her Ph.D. in Counseling Psychology from the University of Akron in 2007. She recently completed a four-year term on APAGS' Committee on LGBT Concerns, serving as Chair for the past two years, and overseeing the successful relaunch of the APAGS-CLGBTC Mentoring Program. She will join co-chair, Steven David, who has just finished his post-doctoral training in geropsychology, in strengthening the links between early career and more experienced members of the Division.

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### Joint APA Ethics and Division 44 Student Travel Award

The Joint APA Ethics and Division 44 Student Travel Award is sponsored by the APA Ethics Office, Ethics Committee, and Division 44 Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues. The purpose of the Joint APA Ethics and Division 44 Student Travel Award is to (a) promote greater participation of LGBT graduate students of color in the 2009 National Multicultural Conference and Summit (NMCS), and (b) encourage exploration of ethical issues that may arise in research, teaching, consultation, and clinical work with LGBT people of color through a post-convention essay. The APA Ethics Office, Ethics Committee, and Division 44 acknowledge that LGBT students of color frequently experience increased demands on time and resources as a result of managing multiple identities within professional organizations. The Joint APA Ethics and Division 44 Student Travel Award therefore seeks to support student engagement with intersections of ethics and LGBT people of color issues in psychology by significantly defraying travel costs to the 2009 National Multicultural Conference and Summit.

Graduate students who (a) self-identify as LGBT persons of color, (b) demonstrate a strong commitment to the exploration of ethics and LGBT people of color issues in psychology; (c) plan to attend the 2009 National Multicultural Conference and Summit, (d) will still be enrolled as graduate students at the time of the 2009 NMCS; and (e) are current members of the American Psychological Association of Graduate Students (APAGS) are eligible to apply for the Joint APA Ethics and Division 44 Student Travel Award. LGBT students of color who are presenting research at the 2009 NMCS are especially encouraged to apply, though all applications will be considered. One student travel award will be awarded. This award will cover roundtrip travel, conference registration, hotel stay, and a per diem with travel arrangements booked through the APA travel office.

#### Application Procedures

The following application materials must be received by Friday, November 7, 2008. Application Form; Personal Statement—please submit a personal statement (300–500 words) in which you describe an ethical issue regarding work with LGBT people of color in the field of psychology that interests you; Curriculum Vitae; Recommendation Form—faculty members are asked to address the applicant's commitment to ethics and LGBT people of color issues in academic and other domains. Submission of Application Materials—electronic submission of application materials to [kchun@csulb.edu](mailto:kchun@csulb.edu) is preferred. As an alternative, materials may be mailed or faxed to: Dr. Kirstyn Chun Counseling and Psychological Services California State University, Long Beach 226 Brotman Hall 1250 Bellflower Boulevard Long Beach, CA 90840-0111 / 562-985-8817 (fax)

*Please note that membership in the American Psychological Association of Graduate Students (APAGS) is a requirement for application for the Joint APA Ethics and Division 44 Student Travel Award. The application form requests that applicants list APAGS membership numbers.*

#### Selection Requirements

The recipient of the Joint APA Ethics and Division 44 Student Travel Award will be expected to (a) attend the awards ceremony; (b) meet with the APA Ethics Committee Chair during the 2009 NMCS as arranged prior to the conference; (c) submit a 300–500 word essay about intersections of ethics and diversity issues that are addressed during the NMCS 2009. This essay must be submitted to (a) the APA Ethics Committee Chair; and (b) the Division 44 Newsletter Editor by March 16, 2009. More specific instructions about the essay will be provided upon award notification.

#### Questions?

If there are questions, please contact Division 44 Committee on Racial and Ethnic Diversity Co-Chairs Michele K. Lewis, Ph.D. ([kaylewis65@aol.com](mailto:kaylewis65@aol.com)) or Kirstyn Yuk Sim Chun, Psy.D. ([kchun@csulb.edu](mailto:kchun@csulb.edu)).

### Division 44 Liaison Needed for ICD Revision

The Committee for Lesbian, Gay, Bisexual and Transgender Concerns (CLGBTC) is seeking a representative from Division 44 to serve as the liaison to develop recommendations to the World Health Organization regarding sexual orientation and gender identity diagnoses for the revision of the International Classification of Diseases (ICD). Interested individuals please express your interest to me at [georgemill@aol.com](mailto:georgemill@aol.com).

The ICD has great worldwide significance plus it is the standard used within the US by many health providers. This is a very important undertaking and I am pleased that Division 44 will have an opportunity to participate. Person(s) willing to work on this project with CLGBTC will be expected to update and consult with the Division 44 Executive Committee and take an active role in shaping recommendations.

Unfortunately, we do not have funding at this time to underwrite attendance at the fall or spring meeting of CLGBTC in Washington, DC. Attendance would be voluntary and at your own expense; but much of the work of the committee is completed via e-mail between in-person meetings.

—Randy Georgemiller

## Transition Task Force Requests Member Responses to Online Survey

In the previous issue of the newsletter, I wrote about the need to change the Division name to be more inclusive of the transgender community. I invited you to attend one of two meetings hosted by the Transition Task Force in the Division Suite at Convention in Boston.

The next step in the process is to survey the membership. The goal of the survey is to seek member input on how best to incorporate transgender issues into the name of the Division. Please take a moment and go to the online survey by clicking the following link or copying and pasting the link into your web browser:

[www.surveymonkey.com/s.aspx?sm=Drk9q41JJoEW9KKaTOWDfw\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=Drk9q41JJoEW9KKaTOWDfw_3d_3d)

The survey is brief and will take only a few moments of your time. However, your opinion on this most important issue is very valuable. The survey also offers space for you to provide your thoughts to the Executive Committee.

The hope at the meetings in Boston was to spark a dialogue about the relative merits of changing the name of the Division. At each of these meetings, the members of the Task Force outnumbered the attendees. The lingering question is “Why did this happen?”

Perhaps no one really had a strong opinion or, alternatively, there really is no opposition to the idea. I also realize that there may be members of the Division who are opposed to a name change but they have not weighed in yet. From my perspective, I certainly hope that we move forward with this change as quickly as possible, but I also hope that we move forward without leaving others behind.

Recent changes within APA reflect greater inclusion of transgender issues. Recently, APA’s Office of Lesbian, Gay and Bisexual Concerns and its Committee for Lesbian, Gay and Bisexual Concerns requested and were granted a name change to include transgender. They are now designated the Office of LGBT Concerns and Committee for LGBT Concerns. The APA Council of Representatives in August 2008, adopted a policy opposing all forms of discrimination based on gender identity in its Transgender, Gender Identity, and Gender Expression Non-Discrimination Resolution. Council also accepted APA’s Task Force on Gender Identity and Gender Variance Report.

In my opinion, the report did not address some of the more pressing concerns of the transgender community. However, important recommendations were made of which the Division membership should be aware. These recommendations covered the following topics: (a) addressing the needs of transgender psychologists and students, (b) research, (c) education and training, (d) policy issues, (e) practice issues, and (f) advocacy. Specifically, the report recommended that the most appropriate home for transgender issues is the Committee on LGBT Concerns and Division 44. Certainly, it will be important for Division 44 to collaborate with relevant divisions that intersect with the topic of gender identity, such as Division 35 (Society for the Psychology of Women) and 51 (Society for the Psychological Study of Men and Masculinity).

Over the last 10 years Division 44 has embarked on a progressive process of incorporating transgender people and issues into the life of the Division. This process included instituting a Transgender Task Force, which was later elevated to Committee status, diversity training with the Executive Committee (EC) about transgender issues, publication of transgender relevant articles in the Newsletter, sponsorship of transgender educational and social activities at convention, and a formal transgender inclusiveness statement authored by the EC. These steps culminated when the EC unanimously voted at its midwinter 2008 meeting to form the Transition Task Force with the charge of “developing and implementing a plan for formally integrating the study of gender identity and gender expression into the Division, including the formal designation of the Division as a professional home for transgender people within APA. This plan shall include a Division name change, as well as modification of the Division mission and by-laws, to be brought to the general membership for a vote, followed by formal approval of the change by APA.”

The Transition Task Force has proposed and implemented a process of several steps to accomplish its charge. This process has included various forms of member communication (e.g., newsletter articles and membership meetings). The survey is the next step. Please take a few minutes to complete it.

—lore m. dickey, [lore.dickey@gmail.com](mailto:lore.dickey@gmail.com)

## National Council of Schools of Professional Psychology GLB Committee Student Award

**Brad W. Larson** has received the 2008 National Council of Schools of Professional Psychology Gay Lesbian Bisexual Committee Student Award. The award is presented to a student who is currently enrolled in a member school and has demonstrated noteworthy commitment to issues of diversity as concerns the psychological welfare of individuals who are Gay, Lesbian, Bisexual or Transgendered (GLBT). The contributions of the student should be reflected in their scholarly products, clinical applications, and the way that they model professional identity and development as an advocate for GLBT persons, issues and concerns. The intent of this award is to increase awareness and sensitivity to GLBT issues among NCSPP member schools and programs, promote such awareness within the profession and within broader society.



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## Committee Reports

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### Report from the Division 44 Committee on Bisexual Issues in Psychology

Division 44 sponsored two programs on bisexual issues at the 2008 APA Convention in Boston. The first was a very well attended Symposium titled “Current Research on Bisexuality: Identity, Behavior, Prejudice, and Well-Being.”

The Symposium Chair was Ron Fox, and the presenters included: Jon Mohr and Raymond Sheets, presenting on their research titled “Coming Out Twice: Sexual Orientation Disclosure in Bisexual Young Adults”; Arnold Grossman, Steven Hubbard, and Anthony D’Augelli, presenting on their research titled “Comparing Findings Using Self-Identified and Behaviorally-Identified Female Sexual Minority Youth”; Tamara Pardo, presenting on her research titled “Sexual Orientation, Behaviors, and Identity Among Gender Nonconforming Natal Females”; Melanie Brewster and Bonnie Moradi, presenting on their research titled “Perceived Anti-Bisexual Prejudice Experiences: Scale Development and Evaluation”; and Tera Beaber, presenting on her research titled “Well-Being among Bisexual Females: The Role of Internalized Biphobia.” The Discussant for this Symposium was Sari Dworkin. Two recipients of the Division 44 Bisexual Foundation Student Scholarship Awards were among the presenters: Melanie Brewster (2007) and Tera Beaber (2008).

The second program was a Division sponsored Bisexual Issues Discussion Hour in the Division 44 Hospitality Suite that once again offered members the opportunity to gather, talk about bisexual issues in psychology, and network.

In the coming year, the Committee will continue to support the ongoing work that the Division is doing in educating and advocating for LGBT issues in APA and within psychology. We will continue to develop convention programming on bisexual issues, as well as other resources on bisexual issues in psychology, like the reading lists that are now available.

We invite you to contact us to let us know about your interest in and expertise in bisexual issues and to keep us informed about academic, clinical, research, or community projects, including publications and presentations, in which you may be involved that relate to bisexual issues and the interface of LGBT issues.

—Ron Fox, [ronfox@ronfoxphd.com](mailto:ronfox@ronfoxphd.com), and Beth Firestein, [firewom@webaccess.net](mailto:firewom@webaccess.net), Co-Chairs

### Committee on Racial and Ethnic Diversity Report

The Committee on Racial and Ethnic Diversity (CORED) awarded the first annual Richard Rodriguez Student Travel Award to Ja’ Nina Walker of the City University of New York Graduate Center at the American Psychological Association’s annual convention in Boston. Ms. Walker is a third-year doctoral student in the developmental psychology program at CUNY.

Also during convention 2008, CORED held a business meeting and a queer people of color conversation hour in the Division’s suite. Both meetings addressed what CORED can do to increase participation among people of color within Division 44, and ways to provide support to queer people of color. CORED encourages interested persons to join the Division’s listserv to share information about relevant research as well as to provide social support or enhance professional development.

During the 2008 APA convention, CORED co-hosted an evening cabaret with Division 17’s (Counseling Psychology) committee on LGBT concerns. The event was a success; it is expected that this will be an annual collaborative effort with Division 17.

CORED has had a proposal for a symposium accepted for inclusion at the next National Multicultural Conference and Summit (NMCS). NMCS will be held January 15–16, 2009, in New Orleans, Louisiana. The title of the symposium is Research Implications: Social Justice in LGB Communities of Color. Four research projects on queer people of color issues will comprise the panel. This marks CORED’s second symposium offered at a major convention. The first symposium was held at this year’s 2008 convention in Boston.

CORED has finalized details for a student award to be sponsored jointly with the APA Ethics Office and Ethics Committee. The intent is that the will finance travel, accommodations, and registration for the National Multicultural Conference and Summit for a graduate student of color who also identifies as lesbian, gay, bisexual, or transgendered (see page 31 for details).

—Michele K. Lewis, [Kaylewis65@aol.com](mailto:Kaylewis65@aol.com), and Kirstyn Y. S. Chun, [kchun@csulb.edu](mailto:kchun@csulb.edu), Co-Chairs

### Health Initiatives Task Force (HIT) Report

The Health Initiatives Task Force (HIT) made its debut in Boston at the Division’s Executive Council meeting. HIT works to foster inclusion of LGBT psychological, behavioral health, and substance use/abuse issues in national health care discussions and in primary care medical settings. Our focus is on assuring that key clinical concerns of our target populations are included in the U.S. Department of Health & Human Service’s Healthy People 2020 work plan. This document is created each decade to establish a new set of health objectives for the nation to achieve in the succeeding ten years. Individuals, agencies, organizations, government offices, and funders from all sectors use it to set their priorities. The document has been a powerful tool in shaping the development of state and community plans (see [www.healthypeople.gov/About/whatis.htm](http://www.healthypeople.gov/About/whatis.htm)).

We are currently developing training opportunities for graduate students interested in HIT’s mission. The Task Force will also be collaborating with GLMA (Gay and Lesbian Medical Association), The National Coalition for LGBT Health, APA’s Office for LGBT Concerns, and other LGBT-focused groups to develop a coherent and unified proposal for the 2020 plan.

—Braden Berkey, [braden.berkey@sbcglobal.net](mailto:braden.berkey@sbcglobal.net), and Kevin Osten, [drkevinosten@msn.com](mailto:drkevinosten@msn.com), Co-Chairs

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### The Committee on Youth and Families Invites YOU...

Members of Division 44 and other scholars are coming together to revitalize the Committee on Youth and Families. So far, the committee has a number of new members, and we are looking for more to join. If you are interested, please contact the chair, Richard Sprott, at [rasprott@earthlink.net](mailto:rasprott@earthlink.net)—we are especially interested in mentoring graduate students.

#### Goals 2008–2009

- Make transition in committee leadership
  - Recruit a new co-chair
  - Set up regular online or telephone meetings
- Increase committee activity
  - Regular announcements on listserv about activities and resources for working with youth and families
  - Have meetings in Hospitality Suite in APA 2009
  - Take active role in Health Initiatives Task Force
- Increase participation in committee-sponsored activities
  - Organize and encourage submissions to APA 2009 conference on issues addressing youth and families
- Gain committee members
  - Network with members, service agencies, and appropriate connections within APA
  - Recruit 5 new members for the committee during 2008-2009 program year

#### Special Focus for 2008-2009: LGBT Youth Health Issues

LGBT youth present a number of distinctive health and developmental concerns. Studies have shown that LGBT youth are at significantly higher risk for:

- Suicide attempts and depression
- Addiction and abuse of drugs/alcohol/tobacco
- Stigma as psychosocial stress and as barrier to quality healthcare
- Violence and bullying in schools
- Homelessness
- Sexual risk-taking and higher risks of STIs/STDs

As examples of some of the above issues, the Gay, Lesbian and Straight Education Network (GLSEN) has conducted surveys of LGBT youth in schools, and has found the following: When asked about school attendance in the past month, 32% of LGBT youth missed school because of feeling unsafe; 75% reported hearing homophobic remarks in school on a daily basis; 51% of LGBT youth, or youth with LGBT parents, reported feeling unsafe at school because of perceived sexual orientation or family constellation; 17% experienced physical harassment or assault due to sexual orientation, gender expression, or family constellation, within the past year. Cochran, et al. found evidence that LGBT homeless adolescents leave home more frequently, were victimized on the streets more often, used highly addictive substances more frequently, had higher rates of psychopathology, and had more sexual partners than heterosexual adolescents who are homeless.

—Richard Sprott, Co-Chair

### Task Force on Aging Report

**New Co-Chair.** The Task Force on Aging would like to welcome our new co-chair, Doug Kimmel. Doug is a long-time member of Division 44 and has conducted and published a helpful body of research in the area of LGBT Aging.

**APA Annual Meeting.** The Task Force on Aging met at the APA Convention in Boston to discuss the future of the task force. Due to a small membership, but consistent interest from the executive committee, the task force leaders decided to focus the task force on being a source of information and resources on LGBT Aging.

**Future Tasks.** Based on the discussion at APA, the leadership of the task force generated several ideas and directions for the task force. First, the task force will continually and annually update the LGBT Aging bibliography, which is currently finished and in the process of being posted on the web. Second, the task force would like to take on the responsibility of hosting an LGBT Aging website that would provide information for both researchers and clinicians interested in LGBT Aging. Finally, the task force is still interested in coordinating future work on oral histories as well as a video project documenting the lives of prominent members of the division. Please contact the co-chairs if you have any additional ideas or comments regarding the ideas of the leadership.

**New Members Welcome!** The TFOA would like to invite and welcome members of the Division to join the Task Force on Aging. We are a growing task force, which is interested in continued work on projects that focus on LGBT older adults and aging. If this is an interest or passion of yours please contact one of the co-chairs!

—Liz Asta, [elasta@simla.colostate.edu](mailto:elasta@simla.colostate.edu), and Doug Kimmel, [dougkimmel@tamarackplace.com](mailto:dougkimmel@tamarackplace.com), Co-Chairs

## Public Policy Committee Report

The Public Policy Committee for Division 44 has countless opportunities to offer psychology as an answer—or at least a guideline—to questions in public policy domains. We can object; we can educate; we can offer support. During the past year, we have done all of these things.

First, in the category of objecting, in recent weeks, the Committee wrote a letter to the Mars candy company objecting to the use of homophobic images in their advertising for Snickers. It seemed especially important that we respond to these ads in light of the fact that Mars also purveyed homophobic Snickers ads during the 2007 Super Bowl. At that time, we wrote to Mars, to their public relations firm, to the NFL, and to the PR offices of both teams involved objecting to the ads and offering them additional information. We received no replies to those letters, nor have we received a reply to our recent missive. But Mars needs to keep hearing from us.

Next, in the category of educating, the Public Policy Committee recently wrote a long, educational letter to the editor of Newsweek and to the author of a problematic article that appeared as a cover story in that magazine. The article, “Young, Gay and Murdered,” focused on the murder of Lawrence King, a 15-year-old student in Oxnard, California, who was shot by another student. We did not send the letter in a standard letter-to-the-editor format. Rather, we wanted to offer the writer and Newsweek’s editor a more thorough critique of problematic elements of the article. We were able to send these letters in a timely fashion due to the Rapid Response process developed and approved by the Executive Committee as part of the overall policies for the Public Policy Committee.

Finally, in the category of supporting, the Committee was engaged during this year in a public policy process that evolved over time, beginning at the 2007 APA convention. This story not only suggests what this Committee can do to be of use, but also points up the role of other Division 44 members and of allied psychologists. At last year’s convention, Kris Hancock had a conversation with Miguel Gallardo, the president of the California Psychological Association (CPA). Dr. Gallardo had hopes that CPA would sign onto APA’s amicus brief in his state’s marriage equality case, but was aware that there was some vocal opposition within CPA to that association’s doing so. Kris directed Miguel to the Public Policy Committee.

Over the following weeks, we talked with Miguel by phone and email. We learned about the nature of some CPA members’ opposition to becoming involved in the marriage court case. We sought and received valuable input from Division 44 members Laura Brown and Doug Haldeman. Through a series of phone calls and emails, we collaborated with Miguel on developing a case, built entirely on extant APA policies, for why CPA should sign on to the amicus brief. We sent Miguel a variety of resources supporting this position and strategized with him about how best to carry the message to CPA.

Committed ally that he is, Miguel worked successfully to persuade the California Psychological Association to sign on to the amicus brief submitted in the court case. The rest, of course, is history. The California Supreme Court specifically cited one amicus brief in its landmark decision that granted equal marriage rights to same-sex couples: the brief jointly submitted by the American Psychological Association, the California Psychological Association, the American Psychiatric Association, and the National Association of Social Workers and its California chapter.

This last story reminds us that the Public Policy Committee can work only when its members direct important issues to the attention of the Committee (Thanks, Kris), when its members offer support for its efforts (thanks, Laura and Doug), when we have in place a Rapid Response Policy that allows for timely responses to emerging issues (Thanks, Executive Committee, especially Ruth Fassinger, Randy Georgemiller, and Christopher Martell), and when we have great allies with whom we can collaborate (Thanks, Dr. Miguel Gallardo).

This is our last report as co-chairs of the Public Policy Committee. We are happy to hand over the stewardships of the Committee to Nathan Grant Smith and Robert-Jay Greene, and we offer them our on-going support. We do not presume to anticipate the direction that their work with the Committee might take, so we offer no concrete goals for the coming year—but we are certain that the Committee will be in good hands and will pursue important initiatives during the coming months.

We leave our roles with great appreciation for the value of Division 44 and its members and for the value of psychology as a force for progressive social change. We are grateful to have had the opportunity to participate in important and empowering work. Thank you for that honor.

—Glenda Russell, [gmrussell5@hotmail.com](mailto:gmrussell5@hotmail.com), and Janis Bohan, [janisbohan@hotmail.com](mailto:janisbohan@hotmail.com), Co-chairs (outgoing)

**Erratum**—Some references were omitted in early editions of the Summer 2008 Division 44 *Newsletter* for the article “Would Someone Please Remove This Petard? How Our Own Research and Writing Can Be Used Against Us” by Stacey Prince. The missing references are reprinted here.

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