

President's Column: On Endings and Beginnings

By Ruth E. Fassinger

In academic life, this time of year is that curious mixture of simultaneous endings and beginnings. Graduation speakers are quick to demonstrate their linguistic acumen by pointing out that “commencement” marks a beginning, not an ending; but the ceremonies themselves always are organized around the part of the experience that is ending: the august institution one is leaving, the faculty mentors and classmates who will be missed, and the intellectual work that is now successfully completed. Assembled faculty clad in their academic garb never stand around discussing their plans for the upcoming year, but rather bemoan the grading left to be done, the dissertation defenses yet to be held, and the administrative reports still not filed. I sit through graduation every year and tearfully hood my students; and it is really difficult to wrap my brain around the beginning that is implicit in the ending.

This point in the year of my presidential term the Division leaves me in a similar state of mild bafflement. I can't, for example, believe that this is my third and last column. In past newsletters from this and other divisions, I see that almost every president begins her or his final column with that sort of stunned awareness. Now I see why.

When we begin, the year stretches out before us and looks perfectly accommodating for all the plans and goals we have set (or others have set for us). Then the mid-year meeting forces an almost frantic increase in pace, as we realize there are only five more months to accomplish all the new initiatives generated at that time, in addition to what was already in progress. By the time summer comes, we're thoroughly exhausted but still trying to manage ongoing tasks and upcoming convention activities, including deciding what to say in the hour we have been given to address the Division (curiously similar to a commencement address, as if our year of service positions us to offer wise words to our colleagues regarding their future endeavors).



Photo: Robin Buhrke

Besides all of this planned work, the location of Division 44 squarely in the middle of ongoing national conflicts and debates (e.g., same-sex marriage, military policy, workplace discrimination, therapy and diagnosis) means that there is always some sort of “crisis” that erupts (or a new outpouring of activity involving an ongoing issue), requiring inordinate amounts of unexpected but unavoidable time and attention. I personally added to this list of Division activities my own job-hunt and upcoming move across the country to assume a new position in July, the marriage of one of my sons, several serious family crises, and a health scare—in short, the normal stuff of middle-aged life. It has made for an unfathomably busy year.

I can remember few times when I have been under this much stress, but I also would not have traded this year for anything (well, maybe a year in some tiny little French village drinking wine and cooking and reading to my heart's content—but that wasn't an option). In the course of doing work for the Division, old friendships have been strengthened, new friendships have been forged, several important projects and goals have progressed quite nicely, and, overall, we are continuing to inch toward the day when sexual minority people are afforded rights, respect, and recognition. I have become more aware of the tremendous variety and quality of LGBTQ science that is being done, the advocacy and policy battles being waged on our behalf, the innovative practice initiatives

In This Issue...

Announcements.....	<u>3</u>
In Memoriam: Joyce Warshaw	<u>5</u>
From the Newsletter 5, 10, 15, and 20 Years Ago.....	<u>6</u>
Book Reviews	
<i>Gay-Straight Alliances</i>	<u>7</u>
<i>Creating Safe Environments</i>	<u>8</u>
<i>Activism and LGBT Psychology</i>	<u>8</u>
<i>Guidelines for Transgender Care</i>	<u>9</u>
Special Section—Working as Service Providers	
Substance Abuse Treatment, Harlow	<u>10</u>
Healing from Misuse of Data, Prince	<u>11</u>
BDSM and Polyamory, Ophelian	<u>13</u>
APA President-Elect Statements	<u>15</u>
First Person History—Barbara E. Sang.....	<u>17</u>
Committee Reports.....	<u>19</u>
APA Council of Representatives Report.....	<u>21</u>
Fund Raising Dinner Information.....	<u>22</u>
Education and Training Questionnaire	<u>23</u>

being applied to a wide variety of clients in diverse settings, and the education and training innovations being created—all by members of Division 44. In addition, I have witnessed the outpouring of dedicated service by the Division leadership—whether elected, appointed, or volunteer—they have given mightily of their time, energy, and passion. Division 44 members rock! I am awed and humbled by the incredible work being done each and every day by all of you, and I feel very privileged to have been able to serve in a capacity that allowed me to see it all firsthand.

As I prepare to leave my current academic position in a department I love dearly and in which have worked hard and happily for 20 years, I am struggling with grief and anticipation all at the same time—grief for the endings I am facing, and joy at the beginnings that are stretched out before me. I have been through many painful “lasts” in the past several weeks—my last colloquium talk, my last faculty meeting, my last commencement as chair of my department—and now this, my last column for the Division Newsletter. But there

are exciting beginnings for me just over the horizon—a new job with interesting challenges, a new geographic location near my sons, and, within Division 44, perhaps some new ways to serve. There are, in fact, beginnings in the endings.

So, as we in Division 44 end one year and take stock of what we have accomplished, we already can look forward eagerly to the next year and the beginnings of new ideas, new initiatives, new projects. The noted scientist Marie Curie once observed: “One never notices what has been done, one can only see what remains to be done.” This is not a discouraging comment about never-ending workaholicism, but rather an inspired insight about what keeps us vibrant and alive in our work—the perpetual awareness that there is always more, that each ending is simply a beginning, a new step toward the future. I urge all of you to become (more) involved in Division activities and plan to stay with us for a long time. There is, indeed, much work to be done, and we need each and every one of you to help us forge the kinds of beginnings that lead to happy endings for all people.

Updates from the President

Transition Task Force

As promised in the summary of the mid-year meeting, we assembled a Transition Task Force, chaired by Randy Georgemiller, to address the issue of changing the Division 44 name, mission, and focus toward more articulated inclusion of our transgender colleagues. There is an update on their activities to date elsewhere in this newsletter. Thanks to Randy and this group for plunging in so quickly on this critically important project.

APA Invited Symposium

Instead of one invited speaker, the EC decided at the mid-year meeting to host an invited symposium at this year's convention in Boston, one that would focus on the intersection of work and personal identity. It has turned out to be much more difficult to assemble several well-known people than just one, so plans for this symposium are still in progress. Notices will be sent out as soon as we have our confirmed and committed line-up of participants. Put it in your calendars now—you won't want to miss it!

Division 44 Book Series

The Division extends its sincere gratitude to Greg Herek for his many years of service as the editor of the Division 44 Book Series. The new editor, Barry Chung, was chosen as the result of a selective process implemented by the EC. We extend a warm welcome to Barry as our new editor, and we all look forward to working with him. Put those manuscript ideas into action and contact Barry right away to discuss authoring a book for the series.

Women's Leadership Initiative

Division 44 teamed up with several other APA entities, led by the Committee on Women in Psychology, to develop and offer the first Women's Leadership Institute this year prior to APA convention in Boston. This first year will focus on the needs of mid-career women, and 30 participants have been chosen for the inaugural workshop offering. Division 44 is proud to be part of this project, and several of our members will be attending the institute in August. We are already seeking funding and support for next year, so be on watch for information next fall.

Seeking Volunteers

Division 44 has a number of leadership positions opening up in the near future, and we are looking for volunteers. These include: Fellows Committee Chair, Listserv Manager, Archivist, Malyon-Smith Awards Committee Chair, and Public Policy Committee Co-Chair. PLEASE consider joining the exciting work of the EC by adding your voice and passion to the group. Contact Ruth Fassinger or Randy Georgemiller if you are interested in serving.

Announcements

What's in a Name? Transition Task Force to Host Meetings at 2008 Convention

Ever since the inauguration of the Association of Gay Psychologists in 1973, our organization has been evolving and the corresponding name of the society has reflected that process. In 1981, the Society for the Psychological Study of Lesbian and Gay Issues was formed and eventually received recognition as a Division of the American Psychological Association. Upon a vote of the membership and subsequent approval by the Council of Representatives and the Board of Directors, our Division broadened its mission to include Bisexual issues in 1997.

Earlier this year the Division 44 Executive Committee approved the formation of a task force, which was charged with “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.” President Ruth Fassinger designated the group as the “Transition Task Force” which is chaired by Randy Georgemiller. A set of Task Force members was recruited to reflect diversity in age, level of professional seniority, gender, sexual orientation, gender identity, and ethnicity. The Task Force members are (listed alphabetically) Elizabeth Asta, Robin Buhrke, lore dickey, Sari Dworkin, Terry Gock, Brad Larsen, and Michele Lewis.

The Transition Task Force has been conferring and will host meetings at the 2008 convention in Boston to seek member input regarding the plan formally to integrate issues surrounding gender identity and expression into the Division. The meetings will be held in the Division 44 Suite on Friday, August 15 from 4:00 to 5:00 P.M. and again on Saturday, August 16 from 10:00 to 11:00 A.M. Please plan to attend one or both of the meetings. The Task Force recognizes that some members of the Division may not be present at the APA Convention and will provide other means to solicit feedback so that everyone has a chance to be heard.

If you have any questions about this process please feel free to contact any of the Task Force members directly. Contact information is available at the Division 44 web site at www.apadivision44.org/contact/contact_info.php. See you at the meetings in Boston!

—lore m. dickey

Division Member Co-Authors Report from Presidential Task Force on Aging

Gregory A. Hinrichsen was one of the authors of a recent APA publication, *Blueprint for Change: Achieving Integrated Health Care for an Aging Population*. The report outlines the challenges and benefits of building interdisciplinary teams to address the specific health care needs of older people, particularly as the Baby Boom generation ages. The report is the product of a task force launched by Sharon Stephens Brehm, PhD, APA's 2007 president and a professor of psychology at Indiana University.

“Our health care system is predominantly individualistic and individual provider-patient based,” the task force wrote. The report proposes a basic model for interdisciplinary health care that includes many health care providers, with the specific professions represented on any team varying according to the needs of patients served. Common professions that may be part of interdisciplinary teams to serve older adults include physicians, psychologists, nurses, physical therapists, pharmacists, social workers, among many professions. In an interdisciplinary team, no one person is designated as “the leader,” although one person might function as an administrative “coordinator.” Such teams “are characterized by shared leadership and shared power in decision making across all the professions involved in the team,” the task force wrote, adding that such teams have long been used by the Department of Veterans Affairs, as well as in many long-term care settings and in many geriatric primary care sites.

The knowledge and skills that psychologists can contribute to integrated health care include an understanding of aging and adult development and the ability to clarify which clinical problems might be reversible, such as those caused by other treatments or medications. Psychologists can also assess mood or anxiety disorders, psychosis and suicidal symptoms, among other mental health issues. Psychologists also can address behavioral medicine issues, such as insomnia, pain or difficulties adhering to medical treatment. The report specifically notes that the contributions of geropsychologists, health psychologists, neuropsychologists and others trained in behavioral medicine “will be particularly welcomed among integrated health care teams.”

“As members of an integrated health care team, psychologists are encouraged to offer consultation to family members, significant other close relations and to other professionals,” the task force wrote. “And, finally, psychologists should be sensitive to individual and community characteristics, and whenever possible, apply up-to-date research findings and evaluation techniques to the problems at hand.”

The report is available at www.apa.org/pi/aging/blueprint.html. The APA Office on Aging has also recently developed a Resource Guide on Aging and Human Sexuality. It is available at: www.apa.org/pi/aging/sexuality.html.



Chung Appointed Book Series Editor: Calls for Proposals

I am honored to be appointed as the new Executive Editor of the Division 44 Book Series. Dr. Greg Herek, our outgoing editor, will work with me on existing book contracts and provide me with guidance and mentoring. He will assume the role of Executive Editor Emeritus upon completion of the existing projects. On behalf of the Division, I want to thank him for his invaluable contributions to the Division in the past many years.

If you are interested in authoring or editing a book about lesbian, gay, bisexual, or transgender psychology, I would love to talk to you about your ideas. When I applied for the editor position, I highlighted the following topics for the future: bisexuality, transgender persons, same-sex marriage, adoption and family of LGBT persons, research methods, education and training, same-sex romantic relationships, multiple cultural identities, interracial couples, vocational behavior and workplace experience, and international LGBT psychology. However, I am interested in discussing any topic you have in mind. I am going to update prospectus submission information on the Division 44 website. You can also contact me at bchung@gsu.edu or (404) 413-8202. I look forward to hearing from you.

—Y. Barry Chung, Executive Editor, Division 44 Book Series

Brian Mustanski Identified as Exceptional Early-Career Scholar

Chicago, IL, April 14, 2007—The William T. Grant Foundation announced the appointment of the latest class of William T. Grant Scholars. Among them is Dr. Brian Mustanski, an Assistant Professor of Psychiatry at University of Illinois at Chicago (UIC). The William T. Grant Scholars Program has a 26-year history as a stepping-stone for exceptionally promising early-career researchers in the social and behavioral sciences. Dr. Mustanski was awarded \$350,000 over five years for his study, “The Internet as a Setting for Sexual Health Development among Gay Youth.” His research will explore how the internet plays a major role in the sexual health development of gay, lesbian, and bisexual youth, who often lack support in settings that traditionally promote positive youth development.

Dr. Mustanski has been a pioneer in the use of the Internet for research and health promotion. He conducted one of the first online studies in the gay and lesbian community and recently was awarded a grant from the National Institute of Mental Health to develop and test an online HIV prevention program for young gay men.

Brian Mustanski, Ph.D. is Assistant Professor in the Institute for Juvenile Research in the Department of Psychiatry at the University of Illinois at Chicago (UIC). He received his doctorate in Psychology from Indiana University, where he trained extensively at the Kinsey Institute for research in sex, gender, and reproduction. He has been the recipient of National Institutes of Health, National Science Foundation, and other foundation research and training awards. Dr. Mustanski’s research focuses on understanding the development of human sexuality (i.e. sexual orientation) and its problems (i.e., HIV) from a bioecological perspective. The majority of his research focuses on the health of gay, lesbian, bisexual, and transgender youth.

Attention Students!

Division 44 is looking for student volunteers interested in learning more about the Division, as well as meeting active members. Every year Division 44 sponsors a hospitality suite in a headquarters hotel at the APA Convention in order to promote Division activities. Suite activities include: presentations, meetings, discussion hours, student and Division parties, and a book display. Student volunteers help perform a variety of tasks in order to manage the suite, such as: welcoming and orienting event participants, hosting Division parties, and managing the book display.

Along with the suite, Division 44 reserves a number of hotel rooms in a supplementary hotel for students who volunteer in the suite. Volunteering four hours of your time in the suite allows you to share a room with two or three other Division 44 student volunteers in the supplementary hotel. Staying with other students saves on hotel costs, as well as initiates interactions with other students active in the Division. The number of rooms is limited! We will continue to recruit volunteers after the rooms are filled. Don’t miss the opportunity to work with other Division 44 students and to contribute your time to the Division! Please send an email to Karen Greenspan at karengreenspan@comcast.net, or Joe Miles at joemiles@umd.edu if you are interested.

—Karen Greenspan and Joe Miles, Student Representatives

▼

In Memoriam: Joyce Warshow

Joyce Warshow, Ph.D., psychologist and filmmaker, died on October 2, 2007, at the age of 70 in the midst of a fulfilling and honored life as a LGBT activist. Joyce was about to receive a Lifetime Achievement Award from SAGE (Services and Advocacy for GLBT Elders) for her dedication, work and advocacy within the LGBT community, but unfortunately she died just before the ceremony.

Warshow started her career as a junior high school teacher in New York City after earning a BA and an MA from Brooklyn College and New York University, respectively. Joyce then earned her doctorate in psychology from Yeshiva University in 1973. She maintained a feminist psychotherapy practice for thirty years in New York City. She was a contributor and co-editor (with Barbara Sang and Adrienne Smith) of *Lesbians At Midlife: The Creative Transition* (Spinsters' Ink) and contributed to *Lesbian Friendships* published by NYU Press.



Warshow was a founding member of APA Division 35 (Psychology of Women), a member of The Feminist Therapy Institute, The Association of Women In Psychology, and SAGE; she frequently presented at their meetings as well as other LGBT organizations dedicated to human and civil rights.

In 1991 she received the “Uncommon Woman Award” from the Legacy Foundation for her work in the early 1970s doing workshops primarily for heterosexual psychotherapists working with lesbian and gay clients. Warshow’s activism spanned her life and a large variety of issues. Early in her efforts to integrate psychology with activism, Warshow provided sensitivity training to the New York City police on the possible roots of hate crimes against the LGBT community. In the later phases of her life she was on the organizing committee to plan a town meeting on aging and ageism in the LGBT community. She and

her life partner, Dorothy Sanders, became involved in the International Gay and Lesbian Human Rights Commission spotlighting concerns for justice for the LGBT international communities.

At age 58 Joyce added filmmaking to her repertoire of activities for social change. She received her training in filmmaking at the Hunter College Department of Communications. Her first video piece documented fellow psychologist and Division 44 member April Martin’s participation in the Gay Games where she received a Bronze medal in figure skating.

As a documentary filmmaker, Warshow dedicated her work to exploring the lives of trailblazing lesbian activists and older women in order to preserve their memory highlight their accomplishments and to understand how their lives influenced their activism. She received many grants and awards for her films, including grants from the Astraea Foundation, Women Make Movies, and the New York State Council on the Arts. Her films included *Some Ground to Stand On* (1998), the biography of Blue Lunden that focused on the experiences of a working class lesbian from the 1950s, which won the Audience Choice Award at the Reel Affirmations Festival in Washington, DC, the Director’s Choice Award at The Black Maria Film Festival, and a National Educational Media Bronze Apple.

Her other documentaries included *Hand on the Pulse* (2002), a documentary about Joan Nestle, the founder of the Lesbian Herstory Archives and a lesbian sex/gender activist. At the time of her death, she was completing a film about Charlotte Bunch, lesbian author and global human rights activist.

Joyce’s spirit was indomitable. After being diagnosed with lymphoma at the age of 63, she chose action over passivity and learned from her own illness, eventually counseling others with chronic illnesses. Warshow presented on this topic, “Coping with life threatening illnesses,” at the Association of Women in Psychology conference in 2005. She eventually succumbed to her illness after seven years.

Joyce strongly identified with her Jewish cultural heritage and was an alumna of the well-known Camp Boiberik, a secular Yiddish culture camp. She was a long-time member of Congregation Beth Simchat Torah in New York City. Her Rabbi Sharon Kleinbaum summed up Warshow well when she wrote: “She chose to reform rather than to conform.” Warshow’s courage, and activism within the LGBT community will be missed.

Besides her partner of twenty-five years, Dorothy Sander, her two brothers and their families, Joyce is survived by a large extended chosen family and the LGBT community of New York City—where she lived her life and devoted her indomitable energy.

—Judith Glassgold

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

Spring 2003

The theme of the Division program at the APA Annual Conference is religion and the lesbian, gay, bisexual, and transgender community. A workshop, invited address by Daniel Helminiak on "Homosexuality in World Religions and a Psychological Response," and presidential address by James S. Fitzgerald titled "Engaging with Abraham, Jesus, Mohammed, and Buddha: Igniting Conversation Between Religions and the LGBT Community" are planned.

Kris Hancock reviewed *Psychological Perspectives on Lesbian, Gay, and Bisexual Experiences* (2ed), edited by Linda Garnets and Douglas Kimmel. Carolyn Brodnicki reviewed *Anything But Straight: Unmasking the Scandals and Lies Behind the Ex-Gay Myth* by Wayne R. Besen. James M. Cantor reviewed *The Man Who Would Be Queen* by J. Michael Bailey.

Five nominees for 2005 APA President-Elect were invited to submit statements for the *Newsletter*; three did so.

Sari Dworkin, Past-President, James Fitzgerald, President, and Judith M. Glassgold, President-Elect signed a statement urging members to make contributions to Division 44 by sending a tax-deductible gift to Michael R. Stevenson, Treasurer. The Executive Committee added an article indicating how charitable contributions are used, including the Malyon-Smith Award, student travel grants to attend the APA Convention, and to underwrite special initiatives to promote our goals and objectives.

Summer 1998

Roberta Nutt wrote the obituary for Roy Scrivner, who was particularly known for his contributions to gay, lesbian, and bisexual issues in family psychology. He was President of the Texas Psychological Association as an openly gay man in 1992 and was the recipient of the Distinguished Psychologist Award given by the Dallas Psychological Association in 1987.

Eduardo Morales and Reginald Nettles announced the conversation hour on "Divisions 44 and 45: Are they safe places of Lesbian, Gay, and Bisexual People of Color to Be All of Who They Are?" The session is to be hosted by Derald Sue and Steve James in the Division 44 Suite.

Jin Wu reported on the preliminary results of a survey of gay men in all 30 provinces in China by Beichuan Zhang. It found that loving relationships between people of the same sex are not rare in modern China. Homosexuality is not yet broadly accepted in China, and condemnation has a negative impact on lesbian, gay, and bisexual people.

Pat Ashbrook organized a hospital-wide conference at the Veterans Affairs Health Care System in Palo Alto, CA to address a range of issues about LGB people including, myths and stereotypes, working with couples, HIV treatment, substance abuse, and helping LGB staff be more visible, accepted and to serve as role models.

August 1993

The APA Council of Representatives in February adopted a resolution on Colorado Amendment 2 introduced by Division 44 Representatives Doug Kimmel and Leah Fygetakis opposing "the implementation of any constitutional amendment that prohibits anti-discrimination legislation for lesbian, gay, and bisexual persons because . . . such discrimination is detrimental to mental health and the public good."

Bill Bailey reported on the successful lobby-day training by the Division 44 Public Policy Task Force, held in the Hart Senate Office Building on Capital Hill, timed to coincide with the National March on Washington for Lesbian, Gay and Bisexual Rights.

Connie Chan, received the APA Minority Fellowship Program Achievement Award for her innovations in the treatment of ethnic minority populations, specifically Asian American lesbians and gay men, and Asian American women.

Greg Herek gave testimony May 5 in a House Armed Services Committee hearing on "The Policy Implications of Lifting the Ban on Homosexuals in the Military."

Esther Rothblum reported that lesbian and gay University of Vermont employees are embroiled in a fight to gain health insurance benefits for their partners.

July 1988

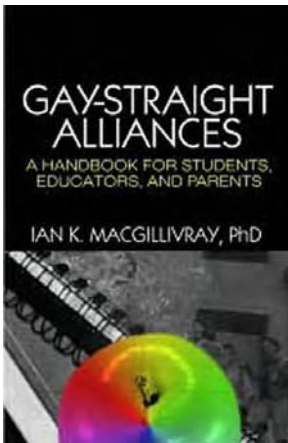
Clinton Anderson reported that the APA Committee on Lesbian and Gay Concerns will host a conversation hour on the topic: "Gay Black Men: Building Positive Identities" to be facilitated by Billy Jones, AIDS educator at the Whitman-Walker Clinic in Washington, DC.

Lee Chiramonte's invited address on "The Invisible Trap: Sexual Harassment and the Corporate Lesbian" noted that lesbians experience twice as much sexual harassment as their straight counterparts and listed ten steps reduce this type of sexual harassment in the workplace.

It was announced that Alan Malyon, President-Elect, has taken a medical leave of absence from the Division 44 Executive Committee and has decided it will be necessary for him to resign as President-Elect. Alan was diagnosed with cancer. Laura Brown will continue as President until the mid-winter meeting. At that time the winner of this year's President-Elect election will assume her term in office six months early.

Marcy Adelman reviewed a book by Carol S. Becker, *Unbroken Ties: Lesbian Ex-Lovers*. The book explores the diverse ways that women coped with the end of these relationships and the creative ways in which they rebuilt their lives. Dr. Becker has written an empowering book about a painful topic. This groundbreaking work will be immensely helpful to therapists with lesbian clients and a comfort to women experiencing the breakup of a lover relationship.

Book Reviews



Gay-Straight Alliances: A Handbook for Students, Educators, and Parents

Ian K. Macgillivray. Harrington Park Press, 2007. 96 pp.

At first glance, the utility of this book might appear limited to the groups it targets directly, namely students, educators, and parents. Indeed, MacGillivray's guide to the creation and maintenance of Gay-Straight Alliances (GSAs) lives up to its promise as a clear, concise handbook regarding the establishment of student clubs and safe spaces in which LGBT students and their allies can connect at school. Upon reviewing this book, however, I realized that clinicians who work with LGBT youth and their families will also benefit from reading it. The handbook focuses primarily on high school settings, where GSAs were first initiated. However, some of the material is also applicable to university settings.

Gay Straight Alliances is a well-organized, accessible handbook that supplements Macgillivray's prior work, *Sexual Orientation and School Policy* (2004). *Gay Straight Alliances* expands on the prior work by including developmentally appropriate guidance for students and practical advice for educators and parents. The handbook also complements information provided in the American Psychological Association's *Just the Facts about Sexual Orientation and Youth* publication (Just the Facts Coalition, 2008).

Gay Straight Alliances begins with an overview of GSAs that outlines their history and purpose. The remainder of the book is divided into five sections that offer concrete suggestions for establishing GSAs. Each section uses developmentally appropriate language to address the following groups: students, teachers and counselors, principals and superintendents, school boards, and parents. As a former high school instructor who now teaches at the university level, Macgillivray applies current psychological literature on LGBT adolescents (i.e., Savin-Williams, 2005) to secondary educational settings with ease. The book is rich with specific educational, legal, psychological, and community resources that will surely benefit students, educators, and parents alike.

What impressed me most about this book is the reasonable, even-handed, and empathic approach Macgillivray takes in discussing reactions from groups that oppose the establishment of GSAs in high schools. Encouraging his readers to "understand the opposition," the author explains the concerns of religious fundamentalists while also emphasizing the legal right to form GSAs guaranteed under the 1984 Federal Equal Access Act (if other noncurricular clubs are permitted at the school). It is his deliberate delineation between (a) the right to hold one's personal anti-LGBT religious beliefs and (b) the right to speak freely and assemble with other LGBT youth in GSAs (as guaranteed under the First Amendment) that allows for an educational environment in which there is open dialogue along with mutual respect and safety. Without providing legal advice, the author advocates a policy of "neutrality" and offers specific suggestions for working with the opposition.

I was pleased to note the author's conscientious approach to addressing intersections among student identities. This book gives students and teachers explicit suggestions for meeting the needs of transgender students, LGBT students with disabilities, and LGBT students who are people of color. This inclusive approach to diversity is critical in a world where more of our students identify with multiple minority groups.

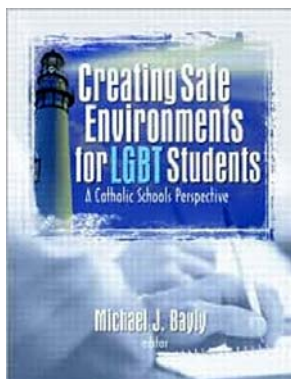
While this book includes intersecting identity issues in two of its chapters, future editions may wish to integrate these aspects of diversity throughout the book. For example, the legal discussion in the chapter for principals could have included information about the importance of providing gender-neutral bathrooms for transgender students. Similarly, the same chapter could have addressed the need to make educational resources for LGBT adolescents (i.e., print, video, website) fully accessible to students with disabilities. In addition, the chapter for parents could have included more multilingual resources and a discussion of cultural factors that may influence family dialogue about sexual orientation and gender identity.

Overall, *Gay-Straight Alliances* is a valuable resource for students, educators, parents, and clinicians regardless of the settings in which they work. As a university counseling center psychologist and faculty advisor to our campus LGBT Resource Center, I have witnessed more students arriving at college with sexual and gender identities firmly established since high school. Given the tumult and isolation that many still report having experienced, I am grateful that today's generation of students has this valuable resource to help them navigate their high school experiences as sexual and gender minorities.

References

- Just the Facts Coalition. (2008). *Just the facts about sexual orientation and youth: A primer for principals, educators, and school personnel*. Washington, DC: American Psychological Association. Retrieved from www.apa.org/pi/lgbc/publications/justthefacts.html.
- Macgillivray, I. K. (2004). *Sexual orientation and school policy: A practical guide for teachers, administrators, and community activists*. Lanham, MD: Rowman & Littlefield.
- Savin-Williams, R. C. (2005). *The new gay teenager*. Cambridge, MA: Harvard University.

—Reviewed by Kirstyn Yuk Sim Chun, California State University, Long Beach



Creating Safe Environments For LGBT Students: A Catholic Schools Perspective

Michael J. Bayly (Ed.). Harrington Park Press, 2007. 152 pp.

For this former Catholic boy and former altar boy, I was feeling both trepidation and a small amount of wonder that such a book, a resource directed at Catholic secondary educational institutions, had come across my desk. And after reading it, my trepidation and wonder remain with me—and a glimmer of hope.

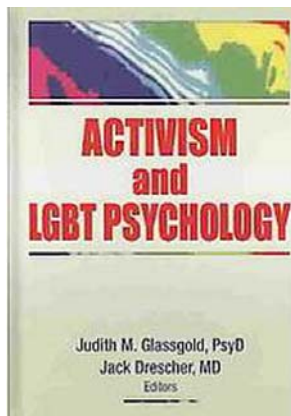
Both the Catholic theological stance regarding homosexuality, and the Catholic tradition of social justice and affirmation of human dignity, are represented in the proposed course of study, which consists of five sessions. The first session, “Laying the Foundation,” presents the larger social and cultural context for LGBT high school students in Catholic institutions, using information from surveys conducted by the Gay, Lesbian and Straight Network, providing some basic information on language and terminology, and incorporating reflections from high school teachers and LGBT high school students. The second session addresses teachers and staff and provides training in becoming allies to LGBT students and the basics of

creating safe schools. The third session discusses the process of coming out, using Blumenfeld’s framework, which synthesizes the model of coming out proposed by Troiden, the model proposed by Cass, and Coleman’s model of coming out. The fourth session has its focus on the tensions within the Catholic Church’s teachings about sexuality and homosexuality in particular. The fifth session returns the participants to the classroom setting, and actions that can be taken with the school system that will support LGBT students.

As a curriculum, this resource is designed to be used in a very practical and concrete sense—specific suggestions, lists of supplies needed, handouts and descriptions of role-play scenarios, and even “homework” assignments are all included. This makes it very useable, and the book does a good job of translating ideas and issues into practical actions.

The curriculum affirms the Catholic Church’s views that only procreative sexual relations within marriage between a man and a woman is sanctioned, and affirms the rights, dignity, and worth of LGBT students and teachers. This tension and difficulty is well represented in the book, and the point of the book is to have this tension brought into the open and discussed by Catholic teachers, school administrators, and parents. After reading it, I appreciated the care and the work that went into the curriculum, and I see the possible good that this can do. But I am also left with concerns. It remains unclear how the inherent difficulties and contradictions in Catholic teaching can be translated into a strong affirmation of LGBT students. At the very least, however, this resource clearly articulates the need and addresses the ways in which Catholic schools can improve their ability to care for and teach LGBT high school students.

—Reviewed by Richard A. Sprott, California State University, East Bay



Activism and LGBT Psychology

Judith M. Glassgold and Jack Drescher (Eds.), Routledge, 2008. 192 pp.

[Published also as: *Journal of Gay & Lesbian Psychotherapy*, 11(3/4).]

This book, originally published as an issue of the *Journal of Gay & Lesbian Psychotherapy*, which is the official journal of the Association of Gay & Lesbian Psychiatrists, is devoted to activism and LGBT psychology and it does so comprehensively with well-written and well-referenced articles. Readers will be rewarded with a rich and thorough examination of the role that activism among psychologists has played in the past and where this activism needs to go in the future.

In the first section, History, Charles Silverstein describes his personal experience as an activist in the context of a broader historical perspective, particularly as it related to the removal of homosexuality from the *Diagnostic and Statistical Manual*. Despite progress, Silverstein notes that much remains to be done and he is particularly concerned about the prospect of future parents being able to “select” not to have children who may have an unconventional sexual orientation.

Several chapters in the second section focus on issues related directly to psychotherapy and clinical practice. Judith Glassgold discusses how psychotherapists need to consider mental health issues from the perspective of social injustice. Psychotherapy can be a liberating practice, but it can also be part of the problem. Professionals need to consider the role of society in the mental health problems of individuals. Psychotherapists also must consciously engage in self-analysis if they hope to succeed in transforming others. In her mind, non-involvement and passive decisions are unacceptable.

Glenda Russell and Janis Bohan discuss the concept of “Liberation Psychology.” Like Glassgold, they contend that science and psychotherapy cannot be separated from values, the personal cannot be separated from the social, and these perspectives highlight the importance of going beyond individual psychotherapy and becoming involved in challenging political, societal, and cultural oppression.

Rupert Raj, a trans-identified activist and psychotherapist, discusses the need for self-advocacy and community activism and the importance of the therapist modeling activism in the context of a case study. His personal story combined with the case study make a strong case for the potential impact on individuals and society.

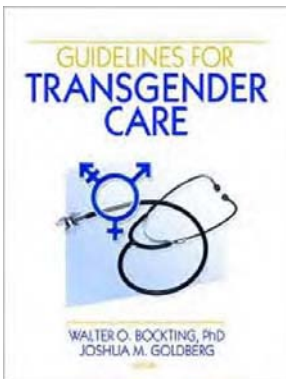
The third section purports to focus on research, community, and policy issues. Though I think this title is a misnomer, the three articles are excellent pieces. Gary Harper, Omar Jamil, and Bianca Wilson describe how collaborative community-based research can provide a voice and give hope to LGB youth in the community, the academic arena, and other settings, and how such efforts can have an

impact on societal structures that oppress LGB youth. Conducting research collaboratively with community members can enlighten them about the oppression that LGB youth face, as well as provide useful data. Anne Mulvey and Charlotte Mandell describe how using the arts, such as the Laramie project, can challenge hate and create community. It is presented in a case study format, which provides a model for other groups who may want to use the Laramie project as a vehicle for bringing about change. Joy Whitman, Stacey Horn, and Cyndy Boyd discuss the importance of providing LGBTQ affirmative training to school counselors. They document the issues LGBTQ youth are confronted with in the schools and make a strong case for counseling psychologists to be advocates for school counselors and LGBTQ youth by actively providing training programs. Like several other authors, they describe briefly a summer institute as a case study, though no evaluative data are yet available.

The fourth and final section focuses on integrating the personal and professional. Amy Rees-Turyn discusses the challenges and risks that LGBT professionals face when they come out and how this form of activism can serve to impact the profession and the community. In the final chapter Peter Ji reflects on how he developed personally as a heterosexual ally to the LGBT community from a developmental framework and the implications for training other non-LGBT allies to the LGBT Community.

My general concern with theme issues of journals or edited books is that too often they lack integration. This would be a very minor criticism for this publication. The editors provide a helpful introduction and though I wish they had followed this up with a comparable summary chapter and/or a commentary dialogue with the individual authors, this is more than compensated for by the consistent quality of the articles. These articles are clear, well-referenced, and well-articulated calls for activism among psychotherapists. I would not hesitate to recommend this publication for all psychologists and as required reading for all psychologists-in-training. It provides concrete examples of how psychologists can be a force in ameliorating social injustices in the structures of society, as well as helping LGBT individuals as clients.

—Reviewed by Robert Brown, rb61201@alltel.net



Guidelines for Transgender Care

Walter O. Bockting and Joshua M. Goldberg (Eds.). The Haworth Medical Press, 2006. 242 pp.

When the opportunity to review *Guidelines for Transgender Care* presented itself, I was eager to volunteer. I live and work in a community and on a university campus that is considered to be LGBT affirmative. However, I am continuously reminded of the paucity of knowledge and resources relevant to the transgender community, even on our progressive university campus.

Guidelines for Transgender Care is intended to be a resource for medical, mental health, and social service providers who work with transgender individuals. It is organized into ten chapters that cover topics such as transgender primary medical care, counseling and mental health care, gender dysphoria in adolescents, ethical and legal issues associated with transgender adolescents, endocrine therapy, sex reassignment therapy, transgender speech feminization and masculinization, and transgender advocacy. Each chapter identifies and briefly reviews literature relevant to the topic of chapter. The authors

acknowledge issues about which there are differences of opinion or a lack of empirical evidence. The inclusion of sample documents and letters provide useful structure for practitioners who may be asked to provide documentation for individuals pursuing hormone therapy or sex reassignment surgery. In addition to the information presented in the book, references at the end of each chapter provide supplemental reading for practitioners who want more detailed or specialized information.

This book does not provide much new information to medical or mental health providers who already have significant experience working with transgender individuals. However, it organizes a broad range of information into one multidisciplinary resource. The multidisciplinary approach of this book speaks to the overlap of the medical and psychological needs of transgender individuals and to the importance of mental health professionals being familiar with the many biopsychosocial issues relevant to the treatment of transgender clients and patients.

As a psychologist who works in a university counseling center, I have already utilized information in *Guidelines for Transgender Care* in my consultations with other university student service professionals. The chapter on counseling and mental health care was useful in educating our LGBT support office about standards for support letters for students pursuing hormone therapy or sex reassignment therapy. That same chapter was beneficial to our staff of generalists who must respond to the needs of any student client who walks through the doors of our counseling center for services. Most university counseling centers work collaboratively with campus health centers. Our health center no longer has a physician with expertise in transgender health care issues. The lack of expertise in this area seems common on university campuses, as well as rural communities. The chapters on primary medical care and endocrine therapy have been useful in providing context for the types of services that could benefit transgender students and the role that primary care providers can play in addressing medical needs of transgender individuals.

Guidelines for Transgender Care is to be a useful resource for psychologists who would like to develop their expertise in working with transgender clients, educators in graduate psychology programs, psychologists involved in the training and supervision of other counselors and psychologists, and mental health professionals working collaboratively with medical providers and other social service professionals.

—Reviewed by Shelly Kerr, University of Oregon Counseling and Testing Center, skerr@uoregon.edu

Working as Service Providers with LGBT Persons

This special section was organized by Randall D. Ehrbar, who invited the authors to write a first-hand account of their experiences providing services to the LGBT community.

Recognition and Management of Unique Challenges for LGBTQ Therapists Working with LGBTQ Clients in Substance Abuse Treatment

Steven M. Harlow¹

All therapists encounter situations where they experience a unique personal connectedness to the particular historical background of clients. This material can be beneficial in terms of genuine understanding and empathy and this unique connectedness clearly exists among LGBTQ therapists working with LGBTQ clients. Often there is the commonality of having grown up feeling different, unaccepted, rejection and not belonging as a result of institutionalized heterosexism and gender binary norms. For many clients and therapists this early experience was accompanied by sadness, confusion, secrecy, isolation, loneliness, fear and self-loathing. It may also have been experienced as a significant disconnect between actions, appearances and presentation to the external world versus what we truly felt and who we really were.

For LGBTQ therapists working with LGBTQ clients these shared experiences provide the potential for genuine empathy, a sense of twinship, the ability for modeling with clients that may not have had role models like themselves growing up, and, mirroring in a way that allows clients to have their experiences reflected by someone they perceive as “like them.” While there is tremendous value in these dynamics, there are also challenges for the therapist working and living in the same community.

When the LGBTQ therapist-in-recovery is working with LGBTQ clients in substance abuse treatment, there is not only the shared life experiences as LGBTQ individuals, but also the shared experience of addiction and recovery. On a practical level, the therapist is likely to have personal knowledge of, and experience with, what typically occurs during the recovery process and can anticipate and proactively work with the client in managing struggles common to different stages of the process. He or she has a personal “toolbox” of adaptive responses to challenges faced by the client and the ability to normalize the experiences of their clients.

At the same time, there are unique challenges and complexities that need to be considered by the LGBTQ therapist-in-recovery who chooses to engage in this particular work. The LGBTQ-identified therapist, living and working in the LGBTQ community, is apt to encounter clients in the community and

must learn to manage the related complexities of therapeutic boundaries. For the therapist-in-recovery, these issues become even more pronounced as a result of having to find support within a sub-community (the recovery community) of a sub-community (LGBTQ community).

For the therapist engaged in Twelve Step recovery, considerable thought must be given to how the therapeutic boundaries can be managed while actively participating in the Twelve Step community. How will he or she handle seeing clients at a meeting? Since sharing personal challenges and triumphs is an integral component of many Twelve Step meetings, therapists are further challenged by what they will and will not share at a meeting when clients are present. What will they do if they are asked to be a speaker at a meeting to share their own story of addiction and recovery? If they choose to speak, how much will they reveal in the meeting if, upon arrival, they discover that clients are also in attendance? While withholding parts of their story, to avoid inappropriate or excessive disclosures is an option, the therapists must consider how this impacts their own sense of participation and recovery. Does it bring back many of the earlier feelings of fear, isolation and secrecy that may have been experienced growing up lesbian, gay, bisexual or transgender? Or perhaps it brings back that once familiar feeling of disconnection between their appearance and external presentation vs. what they experience as the true self.

For the LGBTQ therapist-in-recovery doing this work there are also important decisions to be made about disclosure with clients. When considering if the therapist will disclose his or her personal recovery experience with clients, consideration should be given to the therapist’s level of activity and visibility in the recovery community. Is it likely that the client would encounter the therapist at a meeting or event? If the therapist decides to disclose, should it be done at both the individual level and in groups where the therapist acts as facilitator? And, if disclosing, how much should he or she disclose?

These are all decisions the LGBTQ therapist is likely to face when working in a substance abuse program within the LGBTQ community. If it is likely the therapist will encounter the client within recovery community activities it seems judicious to consider disclosing to clients upfront, as opposed to dealing with the dynamics inherent in a client “discovering” this information in a public setting. If operating from a psychodynamic perspective that relies on transference, it would also seem prudent to disclose the minimum amount possible in order to allow the broad range of dynamics that exist in the therapeutic process to come to fruition.

Regardless of the decisions the therapist-in-recovery makes

¹ Steven Harlow, MA, MFT is a Licensed Marriage and Family Therapist who maintains a private practice in San Francisco and is the Clinical Director at New Leaf: Services for Our Community. He has been working with substance abuse, mental health and relationship issues in the LGBTQ community for the past eight years. Correspondence concerning this article should be addressed to Steven M. Harlow, Clinical Director, New Leaf: Services for Our Community, e-mail steven654@aol.com.

relative to disclosure and participation levels in the recovery community, it is critical to manage the complexities of this particular situation in a manner that ensures an appropriate level of support and self-care for the therapist while maintaining boundaries with clients and causing the least possible disruption to the therapeutic frame. Doing so should include vigilance in seeking

consultation when needed; proactively developing a clear position on whether, how and when the therapist will disclose her or his own experience; knowing how to assess and determine his or her own limitations in doing this particular work; and maintaining a support system conducive to enhancing the therapist's personal life and recovery.

Would Someone Please Remove This Petard? How Our Own Research and Writing Can Be Used Against Us

Stacey Prince¹

I have always rather liked the expression "to be hoist on one's own petard," a graceful phrase for the awkward business of being stuck in a mess of one's own making. The idiom literally refers to an explosive device, used to break down walls and doors, but occasionally exploding upon the user rather than the intended barrier. But appreciating the expression and embracing the experience are two very different things, and one morning in early 2006 I felt that petard lodged rather painfully somewhere in my gut.

I arrived at work that morning and was greeted by the rueful face of my friend and colleague (and recent Division 44 President) Christopher Martell, who asked me if I'd "seen the NARTH article yet." "Nooooo," I replied warily, sensing that this would not be happy news. As I'm sure most of you know, NARTH (National Association for Research and Therapy of Homosexuality) is a group dedicated to defining homosexuality as an illness that needs to be cured, and advocating reparative therapy as a method of changing the sexual orientation of gay, lesbian, and bisexual people. Christopher informed me that an article we'd recently written together, entitled "Treating infidelity in same-sex couples" (Martell & Prince, 2005), had been referenced on the home page of NARTH's Web site, where it was used to support the assertion that gay men are incapable of having committed, faithful relationships. Insert sound of exploding petard here.

Running into my office to read the NARTH article myself did not quell my fears. According to the author (Rosick, 2006b) some of the implications of our article were that "sexual fidelity is a significantly more difficult accomplishment for gay men than it is for heterosexual men," that "the value of honesty is placed higher than the value of sexual fidelity," and that the consequences of these differing norms "for societal cohesion and functioning over time remain deserving of serious attention."

Feeling the blast of said petard, I thought about how this had happened. We had been invited to write an article on same-sex couples as part of a journal issue devoted entirely to the topic of infidelity. Our purpose in writing the article was to distinguish between infidelity and non-monogamy, cite the evidence that many gay couples negotiate non-monogamy successfully, and propose treatment strategies for working with couples about issues of both non-monogamy and infidelity. Our hope was to encourage thera-

pists not to adhere to heteronormative thinking when working with same-sex couples, and to offer an effective, non-blaming approach to treatment when infidelity has in fact occurred.

My immediate reaction to the NARTH article was an uncomfortable mix of anxiety, guilt, and anger. The last thing I wanted to do as a clinician and author was to contribute to homonegative stereotypes, yet it appeared that this was, inadvertently, exactly what we had done. The NARTH piece seemed to take the tone that, "see, even psychologists agree" that same-sex couples are doomed to a life of promiscuous sex and transient relationship commitments. At the time we decided not to respond, feeling that any rejoinder would likely be similarly distorted and not wanting to be further lightening rods for this issue.

Two more Web articles also came out in 2006 citing our piece. Rosick, writing again (2006a), concluded that "any and all varieties of sexual expression are viable options for the couple if the condition of honesty is met." An unidentified author on TraditionalValues.com tied our work with other reports on non-monogamy among gay men and concluded that it is "unlikely that the legalization of same-sex marriage will mean that homosexuals will settle down and remain faithful to one person. It is more likely that they will demand the right to *marry two or more individuals* in order to satisfy their sexual desires" (Author unknown, 2006, emphasis theirs). This happening just when so many states were fighting for domestic partnership rights on the way to complete marriage equality was yet another blow, and I felt a renewed wave of remorse at having contributed, inadvertently, to the anti-gay ammunition of those who hate and fear us.

Let me clarify that my reactions to these events were not merely emotional, but also academic: I objected to the ways in which our writing, and the empirical data cited therein, had been distorted. To highlight just a few of the ways that was done, Rosick's (2006a) conclusion that any variant of sexual behavior outside of monogamy is acceptable to gay men, as long as it is honestly disclosed to the partner was never something stated or implied in our article. Rosick (2006b) asserted that non-monogamy is threatening to the stability of same-sex couples, while ignoring the data cited indicating that this isn't the case (e.g., Blasband & Peplau, 1985; Blumstein & Schwartz, 1983). When he did reference said data, the author questioned its validity, stating that, "citing qualitative data by gay researchers does not rise to the level of conclusive evidence" (Rosick, 2006a). This causes me to ask whether research on heterosexual relationships conducted by heterosexual researchers similarly nullifies their findings, why Rosick assumed that all of the researchers cited were gay (this wasn't the case in our article), and why

¹ Stacey Prince is in private practice in Seattle, WA. She is active with the Washington State Psychological Association, and is a Clinical Instructor with the University of Washington. Correspondence concerning this article should be addressed to sprince38@hotmail.com.

he assumed that all the studies cited were qualitative (again, not the case in our article). In fact, it appeared that Rosick was guilty of the same offense he was accusing us of: he cited our non-empirical, clinically focused article as evidence to support his assertions about gay relationships, while at the same time ignoring research from well-controlled studies indicating the general health and stability of same-sex couples.

The NARTH and Traditional Values authors also conveniently overlooked the fact that rates of infidelity among heterosexual married couples are quite high. Results from recent national surveys indicate that between 20 and 25 percent of married couples will have extramarital sex during their marriage (Greeley, 1994; Wiederman, 1997). These estimates are almost certainly conservative, as rates of infidelity tend to be considerably higher when utilizing anonymous surveys rather than in-person interviews (Whisman & Snyder, 2007). Also, while there is ample evidence that infidelity among married couples is associated with a range of deleterious effects including poor marital quality, increased psychopathology, and higher rates of divorce (Atkins, Baucom & Jacobson, 2001; Gordon, Baucom & Snyder, 2004), there is little evidence that negotiated non-monogamy among gay male couples results in similar ill effects. Interestingly, the eight remaining articles in the special issue in which our article was published pertained to infidelity among heterosexual couples, yet none of these was cited. If the NARTH and Traditional Values authors' logic was applied uniformly, heterosexual couples shouldn't be allowed to marry either, given their high rates of infidelity. Further, why should the behavior of a subset of gay couples be used to deny the rights of all, when the same logic is not applied to heterosexual couples?

In addition to the distortions of data, there were also the defamations of character made by these authors. Rosick (2006a) accused gay men of a "narrow, hedonistic individualism, where the maximization of sexual pleasure . . . is the pre-eminent concern." Far from being selfishly hedonistic, the couples described in our case examples were struggling to maintain honesty and integrity in their relationships. Further, there are a multitude of reasons why both heterosexual and gay couples engage in infidelity, the pursuit of sexual pleasure being just one of them. While they may disagree about the contexts in which sexual behavior should occur, I believe the NARTH and Traditional Values authors would agree that the pursuit of sexual pleasure in and of itself should not be characterized as problematic for either group.

Finally, there is the issue of honesty. While our therapy approach was accused of valuing honesty above fidelity, is it any better that some heterosexual married individuals seem to value the appearance of fidelity above honesty? Is it possible that gay men who are able to acknowledge that monogamy is unrealistic for them are actually healthier than heterosexual men who can't, but act on their desires anyway? At least the gay man in this case is taking responsibility for his behavior, while too often the philandering of husbands is blamed on external factors, particularly insufficient attention from their wives. Ironically, at a time when the sexual behavior of same-sex couples is a "wedge" issue in many political races, it is the infidelity of heterosexual men, often men in leadership positions, that frequently makes breaking news. When looking up the petard idiom for this article I was amused to note that the

following example was given on idioms.thefreedictionary.com: "The government, who have made such a point of criticizing the opposition's morals now find themselves *boist [sic] by their own petard* as yet another minister is revealed as having an illicit affair" (emphasis mine). Perhaps I'm not the one who should be worrying about the petard.

I took comfort in Russell and Bohan's (2007) article on liberation psychology. Their article reminded me that taking action—such as I am engaging in by writing this article—is a powerful antidote to oppression, depression and anger. It reminded me of the larger "movement" context of which this is a part. Many issues which were fought with equal acrimony just decades ago (interracial marriage being a frequently cited example) now seem dated and the rights of those groups taken for granted. My hope is that the same will be true for same-sex couples when we look back at this time years from now. It also reminded me that the definition of behaviors as "normal" or "pathological" (in this case, defining homophobia as "normal" and the sexual behavior of gay male couples as "pathological") must be placed in the broader social context: neither the normative sexual behavior of some gay men, nor our writing about such behavior in our article, are inherently harmful, but are only so in the context of a homophobic society.

Perhaps ultimately same-sex relationships *do* threaten the heterosexual institution of marriage—not in the ways that are suggested by NARTH and Traditional Values, but rather by suggesting the possibility that anyone, heterosexual or gay, has the right to work toward a mutually fulfilling, healthy, and respectful relationship rather than unquestioningly accepting the status quo. Who knows where this might lead in terms of more equitable divisions of labor and childcare? A wife may not remain silent in the face of evidence that her husband is cheating on her, or a child may speak up about abuse. All of these are examples of challenges to traditional marriage in a patriarchal society, challenges which most of us would agree have led to positive change. In fact, recent studies by a highly respected (and notably heterosexual) researcher suggested that same-sex couples demonstrate a greater commitment to equality between partners, more positivity during discussions of conflictual topics, and greater ability to talk openly and honestly about sex (Gottman et al., 2003a and 2003b). While the behavior of same-sex couples is often labeled as dangerously subversive, the conclusion that heterosexual couples might actually have something to learn from their gay and lesbian counterparts is indeed subversive in the best possible sense.

Having written this article, I now realize that the best way to heal from the petard was to do what I did not want to do in 2006, and write a response. There's still a scar, but I've landed safely on my feet, and the experience will certainly not deter me from further engagement.

References

- Atkins, D. C., Baucom, D. H., & Jacobson, N. S. (2001). Understanding infidelity: Correlates in a national random sample. *Journal of Family Psychology, 15*, 735–749.
- Author unknown (2006). 'Infidelity' not seen as immoral in homosexual relationships. Traditional Values Coalition. Retrieved August 3, 2006, from www.traditionalvalues.org/modules.php?sid=2815.
- Blasband, D., & Peplau, L. A. (1985). Sexual exclusivity versus openness in gay couples. *Archives of Sexual Behavior, 14*, 395–412.

- Blumstein, P., & Schwartz, P. (1983). *American couples: Money, work and sex*. NY: Morrow.
- Gordon, K. C., Baucom, D. H., & Snyder, D. K. (2004). An integrative intervention for promoting recovery from extramarital affairs. *Journal of Marital and Family Therapy*, 30, 1–12.
- Gottman, J. M., Levenson, R. W., Gross, J., Frederickson, B. L., McCoy, K., Rosenthal, L., Ruef, A., & Yoshimoto, D. (2003a). Correlates of gay and lesbian couples' relationship satisfaction and relationship dissolution. *Journal of Homosexuality*, 45(1), 23–43.
- Gottman, J. M., Levenson, R. W., Swanson, C., Swanson, K., Tyson, R., & Yoshimoto, D. (2003b). Observing gay, lesbian and heterosexual couples' relationships: Mathematical modeling of conflict interaction. *Journal of Homosexuality*, 45(1), 65–91.
- Greeley, A. (1994). Marital infidelity. *Society*, 31(4), 9–13.
- Martell, C. R., & Prince, S. E. (2005). Treating infidelity in same-sex couples. *Journal of Clinical Psychology*, 61, 1429–1438.
- Rosick, C. H. (2006a). Negotiated non-monogamy and male couples. National Association for Research and Therapy on Homosexuality. Retrieved 2006 from www.narth.com/docs/negotiated.html.
- Rosick, C. H. (2006b). Treating infidelity in same-sex couples. National Association for Research and Therapy on Homosexuality. Retrieved 2006 from www.narth.com/docs/treating.html.
- Russell, G. M. & Bohan, J. S. (2007). Liberating psychotherapy: Liberation psychology and psychotherapy with LGBT clients. In Glassgold, J. M. & Drescher, J. (Eds.), *Activism and LGBT psychology* (pp. 59–75). New York: Haworth.
- Whisman, M. A. & Snyder, D. K. (2007). Sexual infidelity in a national survey of American women: Differences in prevalence and correlates as a function of method of assessment. *Journal of Family Psychology*, 20, 369–377.
- Wiederman, M. W. (1997). Extramarital sex: Prevalence and correlates in a national survey. *Journal of Sex Research*, 34, 167–174.

Stranger in a Strange Land: Navigating Issues of BDSM and Polyamory in Graduate Training

Annalise Ophelian¹

When I entered my doctoral program in clinical psychology in the fall of 2005, I was motivated by my experience as a member of multiple queer communities to engage in psychology as a form of social justice work. Part of this work was to offer a corrective to what I saw as the field's historical failure to adequately comprehend the unique cultural locations and associated stressors of people who fall under the LGBTQ umbrella in general, and those who engage in non-traditional sexual relationships in particular.

While much could, and should, be written about the myriad cultural competencies required in clinical psychology, for the purpose of this article I would like to focus on my experience of graduate training as a queer woman who currently works in an LGBT clinic with clients who practice BDSM (bondage and discipline, sado-masochism) and polyamory. Both of these topics require and deserve far greater space for definition and discussion than I have here. However for the purposes of this article polyamory (also known as “poly” or “open” relationships) and BDSM (also known as “SM,” “Leather,” or “kinky” relationships) can be understood as umbrella terms that describe varying sexual relationship styles. Polyamory can be defined as “a lifestyle in which a person may have more than one romantic relationship, with consent and enthusiasm expressed for this choice by each of the people concerned” (Weitzman, 1999). BDSM describes a wide array of mutually defined, negotiated, and consensual acts that involve varying degrees of pain and/or power exchange expressly for the purpose of erotic pleasure. BDSM and polyamory are distinctive types of relationships. While they may co-exist, they should not be universally conflated with each other or with LGBT identities. Despite their differences, these identities share a common experience of being historically pathologized in psychotherapy training and practice.

I approached professional psychology as a second career, following my work as a sex educator specializing in sexual and

¹ Annalise Ophelian, M.A., is a doctoral candidate in clinical psychology at the Wright Institute, Berkeley CA. She has organized and presented trainings on working with gender and sexual variation in graduate programs and agencies around the Bay Area. Correspondence concerning this article should be addressed to aophelian@wrightinst.edu.

gender variation. Like many second career psychologists, it was jarring to transition from the position of being a relative expert in a familiar field to being a novice in an entirely new field. Compounding this perception was the sense that, like many of my colleagues, I had more information through experience about what it meant to be a “sexual minority” than my instructors and supervisors. The little clinical training I did receive on issues of sexual variation adhered to classical psychoanalytic formulations rooted in notions of psychopathology, failures in early attachment, and characterological disturbance. My own understanding of and experience in queer BDSM and polyamorous communities stood in sharp contrast to these lessons. I found myself feeling closeted and alienated, and guarded against presenting such cases in my class discussions. The combined factors of being in a one-down position as a student and in a one-down position as a member of historically pathologized communities created a sort of perfect storm in which “speaking out” felt discreditable and risky.

After numerous nerve-wracking and failed attempts to create room for more pluralistic classroom clinical conversations, some colleagues and I embarked on a pilot study examining human sexuality training requirements for clinical psychologists. Our literature review on human sexuality training in graduate psychology validated my experience, although research on the topic was limited and dated in some areas. Past research indicated that training in human sexuality was lacking if not absent in many graduate programs (Nathan, 1986; Wiederman & Sansone, 1994). Furthermore, it was suggested that therapists' negative attitudes about sexual variation prior to entering training informed their biases and affected their ability to treat clients (Campos, Brasfield, & Kelly, 1989; Eldrige, 1987; Wiederman & Sansone, 1999). In addition, “LGB” graduate students' perceptions of heterosexist biases were shown to be pervasive in many aspects of clinical training (Pilkington & Cantor, 1996). Within the small sample of our pilot study ($N = 5$), respondents indicated that they did not feel their graduate training adequately prepared them to work with issues concerning BDSM, transgender identity, and sexual dysfunction in a clinical setting, and that their lack of knowledge about these

topics had a direct negative impact on their clients (Chiancone, Elder, Guarnieri, & Ophelian, 2007).

Over the past ten years, there has been an increase in clinical writing and commentary on the problematic paucity of client-centered, affirmative approaches toward working with people from BDSM and polyamorous communities. Weitzman (1999) discusses common therapists' misconceptions about individuals involved in polyamorous relationships, including assumptions that such individuals fear intimacy, are unfulfilled in a primary relationship, suffer from identity problems, or are characterologically disturbed. Lawrence and Love-Crowell (2008) suggest that working with clients who participate in BDSM requires cultural competency, "including a nonjudgmental attitude and knowledge of BDSM practices and cultural values" (p. 63). The authors go on to note that therapeutic efficacy with "kinky" clients is often compromised due to therapists' limited or inaccurate information, personal discomfort, and inappropriate or excessive pathologizing of such clients. Barker, Iantaffi, and Gupta (2008), Haritaworn, Lin, and Klesse (2006), Kolmes, Stock, and Moser (2006), Langdridge and Barker (2007), Moser and Kleinplatz (2006), and Nichols (2006) have all written about the manner in which therapists' pathologizing, inaccurate, and biased attitudes toward BDSM and polyamory negatively impact client care.

In 2006 I began a practicum at a community mental health agency serving the LGBT communities, and for the first time encountered supervisors and clinical managers who encouraged non-pathologizing conversations about the psychological health and well being of clients who practice alternative sexual relationships. As a queer clinician, this experience has not only been powerfully normalizing for me, but for my clients who may also identify with the various intersections of queer, kinky, and poly identities.

Based on my own clinical training experiences, I would like to suggest four key areas for consideration in providing graduate training on issues of sexual variation in general, and BDSM and polyamory in particular. The first involves acknowledging the historical role of professional psychology in approaching sexual variation (and other non-dominant social groups) through social management, and creating a training environment in which assumptions rooted in this history can be constructively challenged toward providing culturally responsive client care. Second, it is important to understand alternative sexual relationships not as a unitary concept, but as complex phenomena that vary depending upon the cultural positions of the participants and the clinician. Third, training directors and instructors, recognizing the "taboo" nature of these topics, should create space in classrooms and supervision to explore and examine countertransference reactions to sexual variation, including their own. Such discussions may alleviate clinical confusion and potential ethical dilemmas. Lastly, we should avoid clinical responses to sexual variation that engage in splitting (i.e., rendering kinky or polyamorous exchanges as "all good" or "all bad") and instead

seek to understand them as constituting an integrated continuum of human interpersonal relationships that may be more or less adaptive, fulfilling, and enriching. Inherent in these suggestions is the awareness that considering sexual variation from an affirmative, non-pathologizing perspective is a relatively new endeavor in psychology, which renders us all students to some degree. The ultimate goal is to create pluralistic, reflexive, client-centered conversations about sexual variation in a manner that does not shame or cheerlead, but welcomes discussion of the complex realities facing these communities.

References:

- Barker, M., Iantaffi, A., & Gupta, C. (2008). Kinky clients, kinky counselling? The challenges and potentials of BDSM. In L. Moon (Ed.), *Feeling queer or queer feelings? Radical approaches to counselling sex, sexualities and genders* (pp. 106–124). New York: Routledge.
- Chiancone, K., Elder, A., Guarnieri, D., & Ophelian, A. (2007, January). Human sexuality training requirements for clinical psychologists: A pilot study. Poster session presented at the Annual Wright Institute Poster Conference, Berkeley, California.
- Campos, P.E., Brasfield, T. L., Kelly, J. A. (1989). Psychology training related to AIDS: Survey of doctoral graduate programs and predoctoral internship programs. *Professional Psychology: Research and Practice*, 20(4), 214–220.
- Eldridge, N. S. (1987). Gender issues in counseling same-sex couples. *Professional Psychology: Research and Practice*, 18, 367–372.
- Haritaworn, J., Lin, C., & Klesse, C. (2006). Poly/logue: A critical introduction to polyamory. *Sexualities*, 9, 515–529.
- Kolmes, K., Stock, W., & Moser, C. (2006). Investigating bias in psychotherapy with BDSM clients. *Journal of Homosexuality*, 50(2/3), 301–324.
- Langdridge, D., & Barker, M. (Eds.). (2007). *Safe, sane and consensual: Contemporary perspectives on sadomasochism*. New York: Palgrave Macmillan.
- Lawrence, A. A., & Love-Crowell, J. (2008). Psychotherapists' experience with clients who engage in consensual sadomasochism: A qualitative study. *Journal of Sex & Marital Therapy*, 34(1), 63–81. Retrieved May 1, 2008, from www.csa.com.
- Moser, C. & Kleinplatz, P. J. (2006). Introduction: The state of our knowledge on SM. *Journal of Homosexuality*, 50(2/3), 1–15.
- Nathan, S. G. (1986). Are clinical psychology students being taught enough about sexuality? A survey of doctoral programs. *Journal of Sex Research*, 22, 520–524.
- Nichols, M. (2006). Psychotherapy issues with "kinky" clients: Clinical problems, yours and theirs. *Journal of Homosexuality*, 50(2/3), 281–300.
- Pilkington, N. W., & Cantor, J. M. (1996). Perceptions of heterosexual bias in professional psychology programs: A survey of graduate students. *Professional Psychology: Research and Practice*, 27, 604–612.
- Weitzman, G. (1999, March). What psychology professionals should know about polyamory: The lifestyles and mental health concerns of polyamorous individuals. Paper presented at the Eighth Annual Diversity Conference, Albany, New York. Retrieved May 1, 2008, from www.polyamory.org/~joe/polypaper.htm.
- Wiederman, M. W., & Sansone, R. A. (1999). Sexuality training for professional psychologists: A national survey of training directors of doctoral programs and predoctoral internships. *Professional Psychology: Research and Practice*, 30, 312–317.

Plan to attend the APA Convention in Boston, August 14–17.



APA President-Elect Candidate Statements

There are five nominees for APA President-Elect. Each candidate was invited to submit a response to two questions: (1) What do you see as the important role(s) APA can or should be playing in improving the lives or mental health of lesbian, gay, bisexual, and transgender (LGBT) people? (2) Please describe or list any professional activities in which you have participated that are related to improving the lives or mental health and well-being of LGBT people.

Carol Goodheart (www.carolgoodheartforapapresident.com)

APA has several essential roles and can be a powerful ally. We must:

- Disseminate widely our scientific knowledge and information about affirmative psychotherapies, in order to advance public awareness and health.
- Offer a welcoming climate to LGBT employees and members.
- Continue to develop gay-affirmative policies and influence public perceptions via such mechanisms as legal amicus briefs, the Task Force on Appropriate Therapeutic Responses to Sexual Orientation, and the choice of meeting sites that take state laws affecting LGBT people into account.
- Ensure that psychology education accurately presents the best science of sexual orientation and best practice of affirmative services.
- Defend the scientific study of sexual orientation from political interference.

I served on the APA Board of Directors from 2002–2007 and two terms on the Council of Representatives previously. In these leadership positions, I have consistently supported the public interest issues of vital importance to the LGBT community and voted affirmatively on all related action items. This includes the lawsuits, Resolutions on Gay Marriage and Parental Rights and on Opposing Discriminatory Practices, changing the Consolidated Meetings site, and the formation of the APA task force to review recent science on therapeutic responses to sexual orientation. I have a 25+ year history of gay-affirmative practice.

Jack Kitaeff

Under my leadership the APA will (1) identify risk factors among LGBT youth and adults; (2) provide information to teachers, judges, and the public dispelling myths concerning LGBT people; (3) promote competency for mental health providers in dealing with LGBT clients (e.g. in performing child custody evaluations); (4) provide advocacy insuring psychotherapist-patient privilege in military mental health settings, and work towards repealing 10 U.S.C. § 654, which mandates administrative discharges based on sexual orientation; and (5) provide amicus briefs to courts insuring that LGBT citizens have rights for marriage, adoption, child custody and visitation, foster care, and reproductive health services.

In 1984, I served as a police psychologist for a major northern Virginia police department. In this capacity, I was instrumental in motivating the department to hire the first openly gay police officer in that department (and in northern Virginia that I was aware of). My influence on the department was based on the simple fact that there was no logical, practical, psychological, or legal reason not to hire him. During the last 24 years I have worked with individual gay and lesbian officers during times of personal difficulties including, but not limited to, issues surrounding their sexual identity.

Robert McGrath

A discipline concerned with maximizing human potential and satisfaction must actively oppose the subtle and overt discrimination experienced by members of the LGBT community. I'm proud of the role APA has played in advocating for same-sex marriage and opposing current military policy. I particularly think research comparing families based on same-sex versus different-sex marriages will help diminish lingering resistance to change. More generally, our ability to contribute to the lives of LGBT individuals, and to attract members of the community to become clinicians, depends on our effectiveness at maintaining the practice of psychology as a viable profession.

As a clinician, I have worked with a number of individuals over the years struggling with issues of sexual orientation. On a more formal basis, I have become involved in the movement for prescriptive authority in psychology. In that role I have been a participant in the development of both training guidelines and practice guidelines that emphasize the importance of dealing with issues of diversity in education and practice. Emotional distress due the stigma surrounding sexual orientation or the stress of coming out is an issue too easily ignored in a mental health system where primary caregivers are only familiar with pharmacological solutions.

Steven Reisner (www.reisnerforpresident.org)

As President, I would continue APA's strong advocacy on behalf of the professional and clinical concerns of the LGBT community, including support for full marriage equality. I would seek increased collaboration on these issues with the international mental health community. APA policy, too, must reflect these values. I believe, for example, it is time to re-assess the effectiveness of the Sexual Orientation and Military Service Policy adopted by Council in 2004 that overruled an earlier ban on military advertising in APA publications so long as discrimination against GLBT people was U.S. Military policy. There is no justification for any sort of institutional prejudice against LGBT people or anyone else in the pages of APA publications.

Much of my professional and clinical work has been with people whose suffering stems from political or social contexts of violence, racism, discrimination, and economic marginalization. These individuals are ill served when categorized with a personal diagnosis without it being contextualized alongside the effects of bias, violence, and stigma. In such contexts, appropriate 'treatment' includes social justice and social action. Thus, while the APA must address specific mental health issues LGBT people face—teen depression, relational stress and violence—we must also advocate for socio-political change.

Ronald H. Rozensky

As the world's largest psychological organization, APA has the responsibility and opportunity to education the public, providers, and public-policy makers regarding issues surrounding enhancing the quality of life of all LGBT people. Recognizing that the world needs that continual education, APA must reinforce our policy that homosexuality is not a mental illness. APA must use psychology's scientific excellence and strong commitment to equality to continue reinforcing our policy statements regarding same sex marriage, LGBT people & adoption, policies against hate crime and discrimination in employment & schools, and the mental health issues surrounding HIV/AIDS.

I had the honor to work with Catherine Acuff and members of the Task Force on "Guidelines for Psychotherapy with LGB Clients" helping draft the final version that passed APA Council in 2000. Catherine arranged for me to speak to Council on behalf of those Guidelines. The Guidelines have had great impact on our educational system & curricula and thus availability of quality services to LGBT people. When I was President of the Illinois Psychological Association, I was asked to support a new Section on LGBT issues. Of course, I did, IPA did, and the Section has added much to the Association and the wellbeing of LGBT members and citizens of Illinois. I believe both of these were key turning points in moving forward LGBT healthcare and advocacy.

**CONTRACT FACULTY POSITION
DEPARTMENT OF PSYCHOLOGICAL SCIENCE
BALL STATE UNIVERSITY
MUNCIE, INDIANA**

Contract faculty position available August 22, 2008, for the academic year with possibility of renewal. Major responsibility: teaching graduate and undergraduate classes in the psychology major.

Qualifications: completion of all requirements for a doctoral degree except dissertation in psychology (or related field) by August 1, 2008; expertise to teach courses in the psychology major. **Preferred qualifications:** Ph.D. in psychology or related field; expertise to teach courses (including graduate courses) in the biological bases of psychology as well as in any of the following courses: introductory psychology, statistics, research methods, developmental psychology, or cognitive psychology.

Send letter of application highlighting qualifications for the position, complete curriculum vitae, transcripts, copies of teaching evaluations, and three letters of recommendation to: Bernard E. Whitley, Jr., Chairperson, Department of Psychological Science, Ball State University, Muncie, IN 47306. Review of applications will begin June 2, 2008, and will continue until the position is filled. Applicants are requested to submit all materials by mail to the listed address; online application sites will not be monitored for applications or correspondence. (www.bsu.edu/psysc)

The Department of Psychological Science seeks to attract a culturally and academically diverse faculty of the highest caliber. Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

First Person History

Barbara E. Sang

It is hard for me to believe that forty years have gone by since I became involved in gay issues. My lesbian activism began in 1967 when I joined the Daughters of Bilitis (DOB), a lesbian organization, to find that special someone. The DOB served as a support group and a place to meet other like-minded women. I soon became the education chairperson and led the monthly discussion groups on such topics as “coming out to your parents” or “coming out on the job.” It came as a shock to me that the *Village Voice*, New York City’s only progressive underground newspaper, would not print our ad announcing the monthly meetings. After much persuasion, they finally consented to include our ad only if we agreed to use the word “homophile” organization instead of “lesbian” or “homosexual.” This was a time when most lesbians were closeted; the DOB officers only used their first names or pseudonyms in the newsletter. I was working on my doctoral dissertation, but for some reason I had no fears about being “out.” My solid research background was useful in screening a number of well meaning but naïve researchers who wanted to use the DOB population for research purposes. It was extremely difficult to get “homosexual” subjects at this time. My experiences in the DOB showed me that lesbian women could be as sexist and oppressive as men. In the late 1960s feminist organizations and consciousness-raising groups were being formed in New York City, and the Association for Women in Psychology (AWP) began to meet at APA and Eastern Psychological Association (EPA) conventions. A feminist orientation provided me with a meaningful theoretical framework with which to view my experiences as a woman and as a lesbian. Once again, I noted that many of my lesbian colleagues were closeted for fear of losing their jobs or their credibility as professionals. Some people didn’t even want to be seen with me as they might be labeled “lesbian.”

The early to mid-seventies was a time of frenetic activity: In 1971, I was on a panel at a Conference on Gay Liberation sponsored by the Rutgers University Student Homophile League. It was there that I met Ralph Blair, a counseling psychologist who shared my views on the need to provide affirmative psychotherapy to lesbians and gay men. Together we founded the Homosexual Community Counseling Center (HCCC, 1971)—probably a first in this country. As a service to the gay community, the HCCC presented regular panel discussions on pressing topics such as couple counseling (1974). There was also a panel that consisted of children who had homosexual parents (1973). The HCC published the *Homosexual*

Counseling Journal from 1974 to 1978, which consisted of featured articles, media coverage, and news and notes. In my role as book reviewer, I criticized a number of current research studies on “homosexuality,” which I found to be methodologically flawed and simplistic. As a way of getting the subject of “homosexuality” out into the open, I was instrumental in organizing two programs for the EPA. One symposium was entitled “Homosexuality: Beyond Description and Ethnology” (1974). During these early years I also was a guest lecturer at various universities and clinics, presenting evidence to challenge the belief that “homosexuality” was an illness. My views were occasionally met with resistance. One year I gave a talk to a group of several hundred faculty and students at a Long Island university. It was customary after such a presentation to be taken out to dinner by the chair of the psychology department. In my case this tradition was not upheld and instead, I was taken to a lesbian bar in Manhattan by an apologetic graduate student. We spent the evening talking about homophobia in the school.

From 1973 to 1975 I was on the steering committee of the Association of Gay Psychologists (AGP). I am embarrassed to admit that I can’t recall anything about the actual meetings. I do, however, remember, with other AWP colleagues, infiltrating APA programs that were expected to be homophobic, and at the right moment speaking out. During this period I felt torn between attending feminist programs and gay programs; there was so many exciting ideas being expressed in both areas. Although many of my lesbian/feminist colleagues were reluctant to work with their gay male peers because men tended to take over, and there were always considerably more men than women attending a function, I felt it was imperative to change the way gay persons were perceived and treated. I was, therefore, willing to collaborate with my gay male colleagues. I was always treated as an equal and encouraged to participate fully. The lesbians who were unable to be “out” seemed to feel less exposed working on feminist projects.

The year 1975 stands out as a particularly eventful time for me. That summer I taught a psychology course at Sagaris, an independent political institute for the study of feminist thought held at a college in Lyndonville, Vermont. A small group of students and most of the faculty turned on a larger group of students and a few faculty because *MS Magazine* had to subsidize the session we were in; they did not think that *MS* was “radical” enough. The ensuing endless verbal confrontations and the physical threats made me feel frus-



Barbara Sang in 1975

Photo: Kitty Sang, Photographer

trated, fearful and angry. I could not understand why women, who had so much in common with one another at a time when there was so little support and validation from the outside world, could turn on other women and make them the “enemy.” Sagaris helped me to be clearer about my own political philosophy. The way in which we achieve our goals is as important to me as the end result. I resolved to work only with individuals who could respect each other and who could distinguish between constructive challenge and non-productive polarization. It was, therefore, with great relief to attend the APA convention in Chicago shortly after this experience and to work on sexism and homophobia in a more collaborative atmosphere. I believe that this was the first time I met Adrienne Smith, another open lesbian activist. That summer I presented a paper on what may have been APA’s first affirmative lesbian and gay male panel sponsored by the Society for the Psychological Study of Social Issues (Division 9)—“Homosexuality and Mental Health: 200 Years and Beyond.” My paper, “Personism: Towards the Elimination of Personal Oppression,” was an attempt at formulating a theoretical model as to what constituted oppression between individuals and between groups. My aim was to challenge judgmental dichotomies that stem from polarized thinking. This model has continued to prove useful to me in my work as a psychologist, but I am not sure it was exactly what the audience wanted to hear. But, then again, my presence on a convention panel as a self-identified lesbian may have been in itself a powerful political statement. In November of that year I was also on a panel at the Gay Academic Union: “Theories and Research on Gay Psychology.” Among the panelists were Adrienne Smith and John Money.

Another highlight of the year 1975 was that I was asked to join the APA Task Force on the Status of Lesbian and Gay Male Psychologists sponsored by the Board of Social and Ethical Responsibility for Psychology (BSERP). One APA psychologist was quoted as saying, “There was no such thing as a homosexual psychologist.” The Task Force consisted of two lesbians, three gay men, and one straight man. We met regularly or were in constant contact for four years until our findings were published in 1979. *Removing the Stigma: Final Report of the Board of Social and Ethical Responsibility for Psychology’s Task Force on the Status of Lesbian and Gay Male Psychologists* contains the results of a questionnaire filled out by lesbian and gay male psychologists within APA, a bibliography, a list of academic institutions willing to accept openly gay applicants, and a discussion of our unconventional group process. It was a challenging experience for me to work on such a demanding project while attending to my other professional responsibilities. I learned a considerable amount from my peers who brought their own unique experiences and ways of doing things to this important task. It was rewarding to have been part of a study that paved the way for other lesbian and gay male psychologists to be more open about their sexual orientation and to conduct research in this area without repercussion. The eventual dissemination of a list of gay affirmative psychotherapists and the creation of a speakers bureau further helped to im-

plement changes sought by the Task Force and AGP.

As a result of my own experiences in psychotherapy and that of my clients, it was clear that most psychotherapists working with lesbian and gay male clients needed to be re-educated. In the 1970s the prevailing notion was that “homosexuality” was a pathological condition—an arrest in development. Psychotherapists also tended to accept traditional gender role stereotypes as the norm, which interfered further with their ability to provide clients with the help they needed. In 1977 my paper on psychotherapy with lesbians was included in an anthology by a major medical publisher—another first. During this period it was still difficult to publish affirmative gay material in APA journals and professional books. Many of the first feminist position papers were printed and distributed by an “underground” press—KNOW Inc. in Pittsburgh, Pennsylvania, founded by the feminist psychologist Jo Ann Evans Gardner. My article “Lesbian Research: A Critical Evaluation” was initially published in 1978 in *Our Right to Love*, and it was only later that it was revised for the *Journal of Counseling and Development* (1989). At the invitation of Doug Kimmel, I was invited to present a paper on lesbian relationships at an APA panel (1977). This paper, “Lesbian relationships: A struggle toward couple equality,” could not be published in an APA journal unless it was placed with the context of an existing (heterosexual) relationship model. I chose instead to publish this paper in a lesbian anthology, *Women-identified Women* (1984). The paper was expanded upon and also included material from a paper I presented at APA (1982) on “The Impact of the Women’s Movement on Lesbian Relationships.”

Over the years I have continued to work on those lesbian issues that I felt needed attention. When at midlife I discovered that there had been nothing written on the subject, I subsidized my own research on 110 midlife lesbians. This research was included in an anthology that I co-edited with Joyce Warshow and Adrienne Smith, *Lesbians at midlife: The creative transition*. We presented several panels on midlife lesbians at APA, which were well attended.

As I look back over the last forty years, it amazes me on just how much things have changed. Lesbian and gay male scholarship has blossomed. There is even a lesbian and gay male section in many bookstores where at one time there was not even one book in the library. Most people (at least in the big cities) are less uptight referring to their gay parents, siblings and friends. Psychotherapists are generally more gay friendly, although a bit of homophobia can creep in here and there.

At age 71, in addition to my full-time private practice, my energies are focused mainly on my own art—nature photography and montage, writing about my artwork and the creative process, and studying neurology and philosophy. As a dyslexic person myself, I have enjoyed helping many college students develop strategies to cope with their dyslexia and ADD. I feel privileged to have had the opportunity to be a pioneer in the field of psychology and thus to have been instrumental in promoting positive growth and change. I feel that the work I have done in this area has provided me per-

sonally with a sense of satisfaction and a unique opportunity to develop certain skills that I might not have developed if I had taken another path. I feel like I have been given a gift.

References

- Sang, B. E. (1977). Psychotherapy with lesbians: Some observations and tentative generalizations. In E. Rawlings and D. Carter (Eds.), *Psychotherapy for women: Treatment towards equality* (pp. 266–275), Springfield, IL: Charles C Thomas.
- Sang, B. E. (1978). Lesbian research: A critical evaluation. In G. Vida (Ed.), *Our right to love* (pp. 80–87), Englewood Cliffs, NJ: Prentice-Hall.
- Sang, B. E. (1984). Lesbian relationships: A struggle toward partner equality. In T. Darty and S. Potter (Eds.), *Women-Identified Women*. Palo Alto, CA: Mayfield Publishing Co.
- Sang, B. E. (1989). New directions in lesbian research, theory and education. *Journal of Counseling and Development*, 68, 92–96.
- Sang, B. E. (1991). Moving towards balance and integration. In B. Sang, J. Warshaw and A. Smith (Eds.), *Lesbians at midlife: The creative transition*, (pp. 206–216). San Francisco: Spinster Book Co.

Committee Reports

Task Force on Mentoring (TFOM) Report

We are planning one hour of “non-substantive” convention programming to host roundtable mentoring discussions at the APA Convention in Boston. We will be hosting a Division 44-wide intergenerational "experiential" suite program that brings together members from all committees and task forces, all career stages, all ages, all cohorts, for an intergenerational dialogue/experience with the goal of encouraging division-wide intergenerational communication and mentoring. We are planning a student travel scholarship that provides funds for travel to the annual APA convention. We plan to have future conference calls to strategize new mentoring efforts for students and Early Career Psychologists (ECP). We plan to assist APAGS CLGBTC with their mentoring efforts. We plan to assist the Division in promoting the Ethnic Minority Concerns Committee's Student Travel Award. We also plan to develop relationships with APA's ECP Office. In addition, we are dedicated to the ongoing development of a “mentoring pipeline” within Division 44 that will ensure the ongoing nurturing of leadership within the Division. Anyone interested in getting more involved should contact the TFOM Co-Chairs.

—Julie Konik, julie.konik@wright.edu, and Steven David, sdavid@mednet.ucla.edu, Co-Chairs

Committee on Racial and Ethnic Diversity (CoRED) Report

The Committee on Racial and Ethnic Diversity is pleased to announce the following opportunities for involvement at the 2008 APA Annual Convention:

CoRED Discussion Hour: Professional Identity Development Issues for LGBT Psychologists and Trainees of Color

Thursday, August 14th, 3:00–4:00 p.m., Division 44 Suite — Please join us for an open, informal discussion hour in which participants can explore intersecting identities and multiple oppressions often experienced by LGBT people of color in the field of psychology. Topics may include personal experiences, professional strategies, and social justice advocacy opportunities.

CoRED Annual Business Meeting

Saturday, August 16th, 8:00–10:00 a.m. Division 44 Suite — Join us for the annual CoRED Business Meeting! We will discuss the needs of LGBT people of color within Division 44, review ongoing CoRED projects, explore potential collaboration with other committees and divisions, and discuss new ideas for the committee. All are welcome.

CoRED Symposium: Research Implications—Intersections of Sexual Orientation and Ethnicity

Saturday, August 16th, 12:00–1:50 p.m., Convention Center, Meeting Room 153A — We are pleased to announce our research symposium focusing on intersecting identities of sexual orientation and race. Presenters include Kimberly F. Balsam, Ph.D., Ming-Hui Daniel Hsu, M.A., Luke Moissinac, Ph.D., and Cristina M. Risco, B.S., B.A. The symposium will be chaired by Michele K. Lewis, Ph.D., and the discussant is Kirstyn Chun, Psy.D.

Presentation of Dr. Richard R. Rodriguez Division 44 Student Travel Award

This CoRED award will be presented at the Division 44 Awards Ceremony, with a special tribute to Dr. Richard R. Rodriguez. Please see the Division 44 Convention Program for details about the awards ceremony. Many thanks to Nadine Nakamura, Ph.D., and Arlene Noriega, Ph.D., who served on the travel award selection committee.

—Kirstyn Chun, kchun@csulb.edu, or Michele K. Lewis, kaylewis65@aol.com, Co-Chairs



Report from the Division 44 Committee on Bisexual Issues in Psychology

Division 44 will be sponsoring a Symposium and a Discussion Hour on bisexual issues at this year's APA Convention in Boston titled: "Current Research On Bisexuality: Identity, Behavior, Prejudice, And Well-Being". This Symposium will take place on Saturday, August 16 from 9:00 a.m. to 10:50 a.m. at the new Boston Convention Center. The Symposium will be Chaired by Ron Fox and will include:

- 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";
- Seth Pardo, presenting on his 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, recipient of the 2007 Division 44 Bisexual Foundation Student Scholarship Award, presenting on her research titled "Well-Being among Bisexual Females: The Role of Internalized Biphobia." The Discussant for this Symposium is Sari Dworkin.

A Bisexual Issues Discussion Hour will take place Saturday, August 16th, from 1:00 p.m. to 2:00 p.m. in the Division 44 Hospitality Suite, and once again will offer members the opportunity to gather, talk, and network regarding bisexual issues.

During the past year, the Committee has continued its work in the Division by developing convention programming on bisexual issues, preparing regular reports for the Executive Committee and the *Division Newsletter*, attending the Convention and Mid-Winter Executive Committee Meetings, and providing resources and reading lists on bisexual issues to the membership.

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 programming on bisexual issues, as well as resources on bisexual issues in psychology, like the two updated reading lists that are now available for you on bisexual issues: a short one page list and a more comprehensive longer list.

We are also developing a resource list of members with expertise in bisexual issues to make available to the membership of the Division. 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, and Beth Firestein, firewom@webaccess.net, Co-Chairs

Election Results

It is a great pleasure to announce the results of the election for 2008 Division 44 Officers:

President-Elect: Bonnie Strickland

Member-at-Large: Randall Ehrbar

Congratulations to Bonnie and Randall. Thank you to all who ran for these important offices.

—Christopher Martell, Past-President

Highlights from February APA Council of Representatives Meeting¹

Division 44 and the Divisions of Social Justice (of which we are a member) have been engaging in dialogue regarding APA's position against torture. At the Feb. 22–24 meeting, the APA Council of Representatives adopted an amendment to its 2007 resolution on torture to more clearly express APA's no-torture, no exceptions policy.

The **new language**, which replaces a portion of the council's 2007 statement, is as follows:

Be it resolved that this unequivocal condemnation includes all techniques considered torture or cruel, inhuman or degrading treatment or punishment under the United Nations Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment; the Geneva Conventions; the Principles of Medical Ethics Relevant to Role of Health Personnel, Particularly Physicians, in the Protection of Prisoners and Detainees Against Torture and other Cruel, Inhuman, or Degrading Treatment or Punishment; the Basic Principles for the Treatment of Prisoners; or the World Medical Association Declaration of Tokyo. An absolute prohibition against the following techniques therefore arises from, is understood in the context of, and is interpreted according to these texts: mock executions; waterboarding or any other form of simulated drowning or suffocation; sexual humiliation; rape; cultural or religious humiliation; exploitation of fears; phobias or psychopathology; induce hypothermia; the use of psychotropic drugs or mind-altering substances; hooding; forced nakedness; stress positions; the use of dogs to threaten or intimidate; physical assault including slapping or shaking; exposure to extreme heat or cold; threats of harm or death; isolation; sensory deprivation and over-stimulation; sleep deprivation; or the threatened use of any of the above techniques to an individual or to members of an individual's family. Psychologists are absolutely prohibited from knowingly planning, designing, participating in or assisting in the use of all condemned techniques at any time and may not enlist others to employ these techniques in order to circumvent this resolution's prohibition.

The amendment was crafted by a group of council representatives who also worked on the 2007 Resolution: William J. Strickland, PhD (Div. 19, Military), Laurie Wagner, PhD, (Div. 39, Psychoanalysis), Elizabeth C. Wiggins, PhD, (Div. 41, Psychology and Law) and Judith L. Van Hoorn, PhD, and Corann Okorodudu, EdD (Div. 48, Peace).

"The amendment is a more direct statement of the intent of the 2007 resolution and removes any concerns that the 2007 resolution was unclear or contained loop-holes," said Wagner, speaking on behalf of the group.

The full resolution is available online: www.apa.org/governance/resolutions/councilres0807.html

In other action, the Council:

- **Voted to send to the full membership for vote a proposal to add new seats on council for the four ethnic- minority psychology organizations: the Asian American Psychological Association, the Association of Black Psychologists, the National Latina/o Psychological Association, and the Society of Indian Psychologists. This ballot will be a second opportunity for the membership to consider this issue; the Council strongly supports the addition of these seats and plans to include more information for the membership with this second ballot. Adding these seats would be outside the regular council representation apportionment process; no current or future division or state representation would be at risk for losing their seats due to the addition of these new seats. *Your council reps have bolded this section as extremely important to Division 44. We hope that our members will support this effort and urge their colleagues and friends to vote "yes" on this proposed bylaw change. This change makes APA more welcoming to psychologists from diverse backgrounds.***
- **Voted to send to the full membership for a vote a proposal to make the American Psychological Association of Graduate Students member of the Board of Directors a voting member of the Board. *This is another by-laws change that we hope everyone will support.***
- Adopted the report of the 2007 Presidential Task Force on Integrative Health Care for an Aging Population, *Blueprint for Change: Achieving Integrated Health Care for an Aging Population*. (see www.apa.org/pi/aging/blueprint.html for the full text of the report).
- **Voted to adopt the Resolution on the American with Disabilities Act, which reaffirms APA's policy on disabilities, strengthens the association's position on the law, and enables the association to pursue disability-related activities at the federal and state levels.**
- Voted to adopt as policy the revised Principles for the Recognition of Specialties in Professional Psychology, which has been updated to recognize the importance of cultural and individual differences and diversity in the education and training of specialists.

¹ Much of the report is from a *Council Wrap* written by Rhea K. Farberman, APA *Monitor* Executive Editor; areas in bold are marked by your Council Representatives and our comments are indicated by italics.

- Approved the Div. 56 (Trauma) as a permanent APA division.
- **Voted not to adopt a proposal to create a new division for qualitative inquiry. The proposal failed to achieve the two-thirds vote required by the APA By-Laws for establishing new divisions. *Watching this proposal go down confirmed your council representatives strong belief that homework, getting everyone on board before council votes, is essential. That's a major part of our job.***
- Approved an increase in the Interdivisional Grant Program funds to \$25,000 per year for each of three years (2009-11). The Committee on Division/APA Relations will submit an evaluation of the projects to the council in 2011.

The council also allocated money from its 2008 discretionary fund for the following:

- **A task force to study council representation. *This important task force can have major implications for Division 44. Your council reps will closely follow this one.***
- A three-day conference to provide quantitative training and support for students from underrepresented groups.
- A task force to develop an APA designation process for postdoctoral psychopharmacology education and training programs. The task force is charged with creating a proposal for a designation system, which would develop the minimal standards for programs of psychopharmacology education and training programs.
- The 2008 APA National Conference on Undergraduate Education in Psychology. The conference will be held June 22-27 at the University of Puget Sound in Tacoma, WA.
- A meeting of the National Standards for High School Psychology Working Group and the National Standards Advisory Panel. This meeting will serve to facilitate the second revision of the National Standards for the High School Psychology Curricula.
- An APA Presidential Task Force on the Psychological Needs of U.S. Military Service Members and their Families.

The council also approved the 2008 APA budget with a forecasted surplus of \$332,600.

— Robin Buhrke, Sari H. Dworkin, Terry Gock

Division Annual Fund Raising Dinner Information

This year the dinner is scheduled for Saturday, August 16, 2008, 6:00 p.m.–10:00 p.m., at the Renaissance Boston Waterfront Hotel located at 606 Congress Street in Boston. The Renaissance Boston Waterfront opened its doors this past February. Their third floor event space with beautiful floor-to-ceiling windows will give us dramatic views of the Boston City skyline and Maritime Park. We'll have a cash bar cocktail reception at 6 p.m. and will begin dinner at 7 p.m.

The Renaissance has created a special buffet dinner menu of four courses for Division 44 that gives us a variety of selections that will suit any and all tastes.

Visit their Web site, www.renaissanceboston.com, for a look at all they have to offer.

Reservations are required for the dinner: Students \$60 (limited number available) and Division 44 members, guests and allies—\$75. "Student Sponsors" add an additional \$75. Please make your reservation as soon as possible to guarantee your place at the dinner.

Students who wish to attend the dinner as a sponsored student (the sponsor is paying for your dinner) should contact Michael Ranney at mranney@obpsych.org to request to be sponsored.

This is the annual Fund Raising Dinner so please consider adding a donation to your dinner reservation. If you are not attending the dinner, you can still make a donation or sponsor a student. Funds raised at the 2008 dinner will support the Malyon-Smith Scholarship Fund. Consider contributing to the Scholarship Fund by being a Donor \$100; Sponsor \$150; Patron \$250; Benefactor \$500; and Underwriter \$1,000. Your support will be appreciated!

**Mail your reservations and donation (check payable to SPSLGBI) to
Michael Ranney, c/o OPA, 395 East Broad Street, Suite 310, Columbus, OH 43215.**

If you have questions, contact Michael Ranney at mranney@obpsych.org or 800-783-1983.

Education and Training Committee

The Education and Training Committee would like to compile a list of trainers and training topics that can be used as a resource for individuals, educational institutions, and clinical settings. This roster would be made available on the Committee's web page at the Division 44 Web site. Interested persons would be encouraged to contact trainers directly and negotiate fees and other logistics. If you are interested in being included on this roster, please complete the form below and submit it to Maryka Biaggio (*biaggiom@hevanet.com*). (Note: You can also e-mail Maryka Biaggio for an electronic version of this form if you have any difficulties downloading it from this newsletter.)

Application for listing as a trainer for sexual orientation/gender identity topics

Contact/Credentials Information

Name:

Primary employment or organizational affiliation:

Highest degree and year of attainment:

Discipline of highest degree:

Licensure/certification status:

Your general area(s) of expertise:

Mailing Address:

City, State, Zip Code:

Phone:

Fax:

E-mail:

Web Address (if available):

Training Topic(s) Information

Training topic #1:

This topic is suitable for what level:

- General public
- Undergraduate students
- Graduate students
- Professionals

This topic could be offered in the following format(s):

- Half day or less
- Full day
- Multiple day

Training topic #2:

This topic is suitable for what level:

- General public
- Undergraduate students
- Graduate students
- Professionals

This topic could be offered in the following format(s):

- Half day or less
- Full day
- Multiple day

How will workshop and training materials be evaluated?

Any additional comments (travel logistics, availability of online training, best time of year to offer training, etc.):

Leadership of APA Division 44
Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues
www.apadivision44.org

President—Ruth E. Fassinger, rfassinger@umd.edu
Department of Counseling and Personnel Services
University of Maryland, College Park
College Park, MD 20742

President-Elect—Randy J. Georgemiller, georgemill@aol.com
Past President—Christopher R. Martell, c.martell@comcast.net
Secretary-Treasurer—A. Chris Downs, chris.downs215@gmail.com

Council Representatives

Robin A. Buhrke, robin.buhrke@duke.edu
Sari H. Dworkin, sarid@csufresno.edu
Terry S. Gock, terrygock@aol.com

Members at Large

Beth A. Firestein, firewom@webaccess.net
Arlene Noriega, dranor@bellsouth.net
Steven David, sdavid@mednet.ucla.edu

Task Forces, Committees, and Appointed Positions

Aging—Steven David, sdavid@mednet.ucla.edu; Liz Asta, elasta@simla.colostate.edu
APA Staff Liaison—Clinton Anderson, canderson@apa.org
Archivist—Ritch Savin-Williams, rs15@cornell.edu
Bisexual Issues—Ron Fox, ronfox@ronfoxphd.com; Beth A. Firestein, firewom@webaccess.net
Book Series—Y. Barry Chung, bchung@gsu.edu
Convention Program—Alan Storm, stormal@aol.com; Wendy Biss, wjbiss@gmail.com
Education and Training—Maryka Biaggio, biaggiom@hevanet.com; Brad Larsen, bwl200@pacificu.edu
Fellows—Linda Garnets, lgarnets@ucla.edu
Fundraising Dinner—Michael Ranney, mranney@obpsych.org
Historian—Douglas Kimmel, dougkimmel@tamarackplace.com
Scholarships: Malyon-Smith and Bisexual Foundation—Francisco Sánchez, fjsanchez@mednet.ucla.edu
Membership—Debra Kaysen, dkaysen@comcast.net; David Pantalone, dpantalone@chestnyc.org
Mentoring Task Force—Steven David, sdavid@mednet.ucla.edu; Julie Konik, Julie.Konik@wright.edu
National Multicultural Conference and Summit Coordinator—Francisco Sánchez, fjsanchez@mednet.ucla.edu
Newsletter Editor—Douglas Kimmel, dougkimmel@tamarackplace.com
Public Policy—Janis Bohan, janisbohan@hotmail.com; Glenda Russell, gmrussell5@hotmail.com
Racial and Ethnic Diversity—Kirstyn Yuk Sim Chun, kchun@csulb.edu; Michele K. Lewis, kaylewis65@aol.com
Science—Jonathan Mohr, jmohr@gnu.edu
Sexual Orientation and Military Service—Jim Fitzgerald, drjsf@alltel.net
Student Representatives—Joe Miles, joemiles@umd.edu; Karen Greenspan, karengreenspan@comcast.net
Transgender and Gender Variance—Lore M. Dickey, lore.dickey@gmail.com; Shana Hamilton, shavalere@yahoo.com
Web Site—Lynn Brem, Developer; Laura Brown, Editor, www.apadivision44.org
Youth and Families—Richard Sprott, richard.sprott@CARASresearch.org; Sean Stebbins, stebbins.7@wright.edu

The *Division 44 Newsletter* is published three times a year (Spring, Summer, and Fall) by the Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues (SPSLGBI). It is distributed to the complete membership of Division 44, including more than 1,300 members, associates, students and affiliates. Our membership includes both academics and clinicians, all of whom are connected through a common interest in lesbian, gay, and bisexual issues. Submissions are welcome and are particularly appreciated via e-mail.

DEADLINES Feb 15 (Spring), May 15 (Summer), Sept 15 (Fall)

ADVERTISING Full Page: \$300 Quarter Page: \$100
Half Page: \$175 Business Card: \$50

Publication of an advertisement in the newsletter is not an endorsement of the advertiser or of the products or services advertised. Division 44 reserves the right to reject, omit, or cancel advertising for any reason.

EDITOR

Douglas Kimmel
PO Box 466, Hancock, ME 04640
207-422-3686 • dougkimmel@tamarackplace.com
Layout by Jim Van Abbema, jvanabbema@nytts.org

The opinions expressed in this *Newsletter* are the opinions of the authors only and do not reflect the views of Division 44 or of the American Psychological Association, unless clearly indicated to the contrary.

DIVISION 44 LISTSERV

Free member benefit! Get connected!

Take advantage of receiving information about Division 44 as it happens: an interactive e-mail forum that works for you!

To subscribe, visit
apadivision44.org/contact/listserv.php

Messages sent to div44@lists.apa.org will automatically be sent to everyone on the listserv.

Please address questions to David Pantalone, dpantalone@chestnyc.org. The listserv is intended for communication among Division 44 members. Be aware that the Division 44 listserv is not monitored. Please use it in the professional and respectful manner for which it is intended.