

# ALGBTIC NEWS

Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling

XXXV, Issue 3

Winter 2011

A Division of the American Counseling Association

## Message from the President Amney Harper, Ph.D.



### Hello ALGBTIC family and friends!

In the spirit of the upcoming season, I have been thinking a lot about what my upcoming resolutions for the New Year might be.

When I take an honest look at my work within the LGBTQ community, I have to admit that the area I lack most in is self-advocacy. While I spend a lot of time advocating for Lesbian, Gay, and Transgender issues or LGBTQ issues in general, I often give into fear when it comes to advocating for Bisexuals specifically. In light of these reflections, I decided to talk a bit about advocating for ourselves in this issue of the newsletter as well as a little about Bisexuality, Biphobia, and the Bisexual community in general. My hope is that sharing my own process might encourage you to reflect on yours.

Self-advocacy, I think, can be the hardest advocacy to do. When I feel I am standing up for something that is close to my heart (but not directly me), similar to my own issues (but not exactly mine), I feel awash with courage and full of pride for the LGBTQ community. It gives me meaning to educate others about queer issues, to confront homophobia and transphobia, and to celebrate our collective successes. However, a whole host of insecurities come up when it comes to specifically advocating for Bisexuals and our unique needs. When I think of advocacy, I always am brought back to the ACA Advocacy Competencies (found on the ACA website). When I talk about them with others, I often pay particular attention to the advocating “with and for” part, because advocacy is more than advocating “for”

Working to empower our students or clients to advocate for themselves and use their voices is essential. Yet, for some reason, I had never thought about how I model that to others or how I empower myself to advocate for me. As a woman, it is hard to not want to cast myself aside

*...Continued next page*

### Highlights in this issue:

ALGBTIC Leadership .....	pg. 4& 5
Call for Submission to the Journal of LGBT Issues in Counseling .....	pg 5
ALGBTIC Safe Schools Task Force Updates .....	pg 6
ALGBTIC Annual Awards Call for Nominations .....	pg 7
Article by T.D. McGlasson & Ivy Cotone “More than just Semantics” .....	pg 8
Newsworthy Items of Note .....	pg 10
Article by Janys Murphy “Career Counseling and Resources for LGBT Young Adults” .....	pg. 13
Holiday Perspectives on Advocacy Choices by Katie Gross & Erin O. Kern .....	pg 17

***...President message continued from page 1***

for others, to avoid being “selfish” at all costs. It is also a pretty good excuse to try to fly under the radar or to avoid some of the important work that needs to be done as a means of combating internalized Biphobia. This all got me thinking a lot about whether or not others also struggle with advocating for themselves in their particular identity and how this relates to our individual self-care.

I was made aware of how little I do for myself and my Bisexual community as I sat recently on a panel of Bisexuals. I don’t know that I have ever been in the presence of so many of us at once. I heard things about my own identity that I didn’t know (e.g. how some choose to use “bisexual” as a label despite its emphasis on the binary simply to honor the many courageous Bisexuals out there who advocated fearlessly to be included...to put the B in LGBT). It was also in that moment that I realized how, for example, I would post things on Facebook (my easiest and most consistent advocacy efforts) about all kinds of things for LG and T issues, but I would never repost anything specific to Bisexual identity, even though I run across some amazing stuff. When I contemplate posting it, it seems like it might expose me too much, perhaps I haven’t found a real connection to the Bisexual community, or I fear that my identity as a Bisexual is not as valid in the LGBTQ community (internalized Biphobia).

I also would find myself sitting casually by when someone would make biphobic remarks, particularly within the LGBTQ community. I rarely speak up in those moments. Clearly, this is an area that I am still wading through some of my own discomfort.

I know I don’t have it all figured out yet, but I am making an early New Year’s resolution right now to begin to be a better advocate for myself and members of the Bisexual Community. One of the first steps I plan to make is to educate myself more about the Bisexual Community. I want to know our history and our points of pride. I will also seek out the courage in the moment to talk about these issues, and I will try to be a little more honest with myself when I notice my own internalized Biphobia rearing its ugly head. Identity is an ongoing process, and I hope to continue to reflect and grow. I want to take this opportunity to also encourage you to make your own resolutions. Perhaps if you find yourself unable to advocate for yourself and your specific identity, you will take a moment to reflect and set some of your own goals for the year to come.

As I have been taking stock of my goals, I also want to give you some updates on the things that have been accomplished or that we are planning to do in ALGBTIC. We have been very busy over the past few months as we recently launched our new website (still found at [www.algbtic.com](http://www.algbtic.com)).

*Continued next page ...*

***...President message continued from page 2***

Hopefully you have had a chance to check it out and see all of our new features. Now you can access all of our journal articles on-line through creating a membership login. You will also find that we have added resources and a new page for blogs on LGBTQ issues in counseling. We have a few blogs uploaded already, and there are more to come. Also, members are welcome to submit blogs for our website, too. If you would like to do so, you can send them directly to me at [harpera@uwosh.edu](mailto:harpera@uwosh.edu). We are preparing to create a subcommittee to solicit and review these, but for now, you can send them to me. We also have added a page under the resources tab for our Safe Schools Taskforce. They have been hard at work collecting resources to be added to the website, so look out for updated information there.

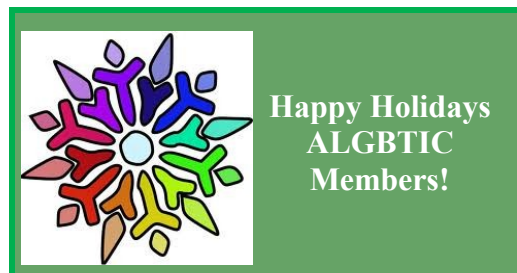
Another important piece that has taken somewhat central focus in the past couple of months is that ALGBTIC has been advocating regarding the changes to the new DSM-V. We have recently signed on as a Division to the Open Letter to the DSM V. If you haven't signed it yet and are interested in doing so, the link is <http://www.ipetitions.com/petition/dsm5/>. While there are many reasons that Mental Health Practitioners and Educators have signed the petition, it is particularly relevant for ALGBTIC members as it impacts how counselors will work with Transgender individuals as clients.

To learn more about this, check out the recent blog posted on our website, written by Sean Moundas, co-chair of the Transgender Committee.

We are also gearing up for the upcoming conference in San Francisco. I am excited to announce that in addition to our usual events at the ACA annual conference, we are planning to provide a free SAFE training for any interested ACA members on Thursday before the conference begins. If you are interested, you may want to consider that in your travel plans. Space will be limited, but we hope to train as many as possible. You will hear more updates about this including how to sign up as our planning gets underway, so look out for updates about that. I look forward to seeing you all in San Francisco!

In Solidarity,

Amney Harper, Ph.D.  
ALGBTIC President  
Department of Professional Counseling  
University of Wisconsin Oshkosh  
800 Algoma Blvd.  
Oshkosh, WI 54901  
Telephone: (920) 424-1423



## ALGBTIC Leadership 2011-2012

**Amney Harper, Ph.D., President**  
Assistant Professor  
University of Wisconsin–Oshkosh  
Nursing/Education 001  
(920) 424-1423  
[harpera@uwosh.edu](mailto:harpera@uwosh.edu)

**Pete Finnerty, President-Elect**  
420 W. Main St.  
Kent, OH 44240  
(330) 677-2000  
[pfinnert@kent.edu](mailto:pfinnert@kent.edu)

**Michael P. Chaney, Ph.D., Past-President**  
Associate Professor  
Oakland University  
440B Pawley Hall  
Rochester, MI 48309  
(248) 370-3084  
[chaney@oakland.edu](mailto:chaney@oakland.edu)

**Brandon Harper, MSPC, Secretary**  
137 Barrington Drive  
Oakdale, PA 15071  
(412) 225-7818  
[LNHarper@live.carlow.edu](mailto:LNHarper@live.carlow.edu)

**Robert L. Mate, MS, NCC, LMHC, Treasurer**  
Associate Dean of Students  
Office of the Dean of Students  
Purdue University  
475 Stadium Mall Dr  
West Lafayette, IN 47907  
(765) 494-5860  
[rmate@purdue.edu](mailto:rmate@purdue.edu)

**Samuel Sanabria, Trustee 2008-2011**  
Assistant Professor  
Studies in Counseling  
Rollins College  
100 Holt Ave. –2726  
Winther Park, FL 32789  
(407) 646-2352  
[ssanabria@rollins.edu](mailto:ssanabria@rollins.edu)

**Michael D. Brubaker, M.S., NCC, Trustee, 2009-12**  
Department of Counselor Education  
1215 Normal Hall  
PO Box 117046  
Gainesville, FL 32611-7046  
(352) 392-0731  
[brubakml@ucmail.uc.edu](mailto:brubakml@ucmail.uc.edu)

**Pam Lassiter, Trustee 2010-2012**  
Associate Professor  
Department of Counseling  
UNC Charlotte  
College of Education Bldg., Suite 254  
Charlotte, NC 28223  
(704) 687-8972  
[plassiter@uncc.edu](mailto:plassiter@uncc.edu)

**Richmond Wynn, Ph.D., Multicultural Consultant**  
University of North Florida  
1 UNF Drive  
Bldg. 39, Room 4012  
Jacksonville, FL 32224  
(904) 620-4345  
[rwynn@unf.edu](mailto:rwynn@unf.edu)

**Joy S. Whitman, Ph.D., LCPC, Governing Counsel Representative, 2009-2012**  
Associate Professor, Human Services and Counseling  
DePaul University  
2320 N. Kenmore Ave. SAC 375  
Chicago, IL 60614  
(773) 325-7636  
[jwhitman@depaul.edu](mailto:jwhitman@depaul.edu)

**Ned Farley, Ph.D., Editor, Journal of LGBT Issues in Counseling**  
Chair, Clinical Mental Health Counseling  
Antioch University Seattle  
2326 Sixth Avenue  
Seattle, WA 98121-1814  
(206) 268-4814  
[nfarley@antiochsea.edu](mailto:nfarley@antiochsea.edu)

## ALGBTIC Leadership Continued

### Committee Chairs 2011-2012

Maiko Xiong & Matt Branfield, Co-Chairs  
**Membership Committee**

Rhodes Gibson, **Webmaster**

Samuel Sanbria & Tara Hill, **State Branch Chapter Committee**

Amney Harper & Pete Finnerty, **LGB Competencies Task Force**

Kristopher Goodrich, Melissa Luke & Anneliese Singh, **Safe Schools Task Force**

Pia Smal & Charles Lenahan, **Tecchnology and Resources Committee**

Kris Goodrich & Joel Filmore, **LGBTQQIA Affirmative Counseling & Social Justice Task Force**

Sean Moundas & Stacey Reicherzer, **Transgender Committee**

**Cindy L. Anderton, Ph.D., Editor of ALGBTIC NEWS**

Assistant Professor  
University of Wisconsin—Whitewater  
Department of Counselor Education  
Winther Hall 6035  
Whitewater, WI 53190  
(262) 472-5401  
[andertoc@uww.edu](mailto:andertoc@uww.edu)

**L. Angelo Jürgen Gómez, CRC, Co-Editor of ALGBTIC NEWS**

Instructor for the Office of Multi-Ethnic Student Education  
1101 Hornbake Library  
University of Maryland  
College Park, MD 20742  
(301) 405-7171  
[angelogomez@yahoo.com](mailto:angelogomez@yahoo.com)

## Call for Journal Submissions



The Association of Lesbian, Gay, Bisexual & Transgender Issues in Counseling (ALGBTIC), a division of the American Counseling Association (ACA) is inviting submissions for our journal, **The Journal of LGBT Issues in Counseling**.

The intent of this journal is to publish articles relevant to working with sexual minorities and that will be of interest to counselors, counselor educators, and other counseling related professionals that work across a diversity of fields, including in schools, mental health settings, family agency's, and colleges and universities.

This journal welcomes the submission of articles that reflect issues pertinent to the health of sexual minority individuals and communities, and should focus in one of the following areas: (1) new research in the field of counseling, (2) introduction of new/innovative practices within the counseling field, or (3) theoretical or conceptual pieces, including reviews of the literature, that reflect new ideas or new ways of integrating previously held ideas. The journal is distributed quarterly. For detailed submission guidelines please contact Ned Farley, Ph.D., editor, at [efarley@antioch.edu](mailto:efarley@antioch.edu) or go to the journal website at:

<http://www.tandf.co.uk/journals/WLCO>





## ALGBTIC Safe Schools Task Force Updates

We are excited to share the activities of the ALGBTIC Safe Schools Task Force! We were appointed co-chairs of this task force by President Amney Harper to support her presidential initiative on safe schools. The overarching goal of the Safe Schools Task Force is to develop both online and offline resources for developing safe environments for LGBTQ youth that counselors working in schools and mental health settings may use.

This safe schools work is critical for ALGBTIC to take leadership on, especially as school climates across the U.S. continue to fail in supporting LGBTQ students and families. For instance, GLSEN's (Gay, Lesbian, Straight Education Network) 2009 survey of 7,261 LGBTQ students in middle and high schools found that nearly 9 out of 10 students were harassed verbally and almost two-thirds of the survey's sample felt their schools were not safe environments for them. NCTE (National Center for Transgender Equality) recently partnered with GLSEN to develop a document ("Model district policy for transgender and gender-conforming students") to encourage transgender youth-affirming bullying policies. Considering these statistics and the many resources available on LGBTQ youth, there are numerous ways that school counselors and mental health counselors may engage in advocacy to ensure safer settings for LGBTQ youth, which is the goal of our task force.

In order to reach this goal, we are joined by many enthusiastic task force members who are already making positive change for LGBTQ youth in many ways in their settings. Currently, we are gathering online resources in the following areas:

- Guidance on how to engage in LGBTQ safe schools activism in conservative environments
- Strategies for school counselor committed to developing LGBTQ-affirmative environments
- Resources on LGBTQ students of color and the issues of intersectionality in their lives
- Helpful tips for planning and implementing groups for LGBTQ students in schools and community settings

The next steps in our work include presenting about safe schools at the ACA 2012 convention in San Francisco, developing relationships amongst divisions in order to engage in a large Safe Zone training at ACA, drawing from national LGBTQ youth resources, and blogging about our work on the new ALGBTIC website. We are also working with counselors and educators around the country to help develop media (e.g., youtubes, podcasts) that may also be posted on our website.

We are aware that many of the ALGBTIC members are also using online and offline resources in working with LGBTQ students, and we encourage those of you who are doing so to join our task force and/or share your resources with us! We are always looking for new folks to join us in the work, so please join us (email [asingh@uga.edu](mailto:asingh@uga.edu) to get involved or resource share)!

*Anneliese Singh, Kris Goodrich, and Melissa Luke*

# **The Association of LGBT Issues in Counseling Annual Awards Call for Nominations!!!**

In preparation for the 2012 ACA Conference in San Francisco, ALGBTIC is seeking nominations for outstanding contributions in several areas. These awards, which are described below, will be awarded at the ALGBTIC Brunch at the 2012 ACA Conference. Please carefully consider who might deserve recognition in each of these categories and [send your nominations to me no later than Monday, January 16, 2012.](#)

## **Joe Norton Award:**

This award is presented annually for an outstanding contribution to the LGBTQ community. Nominees can be either an individual who has made a significant contribution in the city or region in which the ACA conference is held or an organization that has done so. This year we are seeking nominations in the San Francisco area. When making a nomination, please include the person's or organization's name and contact information along with a letter outlining why you believe the nominee is a contender for this award.

## **ALGBTIC Service Award:**

This award is presented to an ALGBTIC member who has served ALGBTIC and/or the larger LGBTQ community through forwarding the mission and values of ALGBTIC. Please include the nominee's name and contact information along with a letter of nomination outlining why you think this person should be considered for this service award.

## **Mentor Award:**

This award is presented to an individual identified for his or her significant contribution to mentorship in the ALGBTIC community and persons within the LGBTQ community. Please include the nominee's name and contact information along with a letter of nomination outlining why you think this person should be considered for this mentor award.

## **Graduate Student Award:**

This award has been established to honor a graduate student member of ALGBTIC who has contributed significantly in one of three areas:

- Representing or embodying the mission of ALGBTIC through direct service for ALGBTIC or in the field of counseling
- Furthering knowledge of LGBTQ issues through an outstanding research contribution
- Providing service or research that specifically focuses on furthering the knowledge of and commitment to issues of diversity within the LGBTQ community

When making a nomination for any of the awards, please include the names and contact information of both the nominee and nominator, along with a brief narrative (MS Word document) describing why you believe the nominee should be considered for the respective award. Self-nominations will be accepted. Please distribute this announcement widely.

## **Nominations and any questions should be sent via email to:**

Michael P. Chaney, Ph.D., LPC, NCC  
Past-President (2010-2011), ALGBTIC  
[chaney@oakland.edu](mailto:chaney@oakland.edu)

## More than Just Semantics

by T.D. McGlasson & Ivy Cotone

This term, I (TM) am teaching Couple and Marriage Counseling, an MFT track course in our guidance and counseling program. As a gay man, I have thought long and hard about the issue of marriage equality, an issue that is very important to me personally and one that has deep emotional significance. Yet even in a professional context, teaching this course for the first time here at the University of Wisconsin – Superior has summoned emotions, both for me and my students. It has been a particularly meaningful experience because the students have taken an uncanny investment in the readings and discussion. A “professor’s dream” I suppose. And while much of the “magic” cannot be conveyed in words, one theme that seems to be held by us all is the sacred nature of relationships themselves and the work we do in assisting couples. I use the word sacred intentionally, emphasizing the universal sense of the word rather than a religious or sectarian slant. Those of us who have done couple counseling know what a powerful and sometimes, daunting endeavor, this can be. And there is no question that many of the hundreds of couples I counseled in my career left a unique and beautiful mark on my life.

Yet despite the warm feelings of this current course and recollections from private practice, as I write there is still much left undone. Why is it still appropriate to use the term “Marriage and Family Therapist,” or “Marriage and Family” track when those in the LGBT community are prohibited from marrying in our country? Why are graduate counseling courses still identified as “Marriage Counseling,” without even a nod to non-married couples, be they straight or gay? Why do we continue to support couple assessments and programs that are normed solely on heterosexuals? And how could it be that in 2011 we lack even a practical and/or sensitive language that would allow us to properly advertise our services and to reach out to non-traditional couples in need (ie: “pre-marital counseling,” “Marriage Check-up,” etc.). Through discussions of this nature one of my students, Ivy, had some parallel thoughts and experiences so I invited her to co-author this submission with me. She writes:

When I (IC) first decided to get training for a particular couple’s assessment program, my “student brain” immediately kicked in and I thought, “I should use this for my research proposal”. I knew this assessment was geared toward heterosexual partners – it’s a *premarital/marital* assessment after all – but the inventory seemed universal enough. What couple doesn’t have strengths and growth needs in communication, conflict resolution, financial management, et cetera? So I decided to research whether such assessments apply to same sex couples as well.

My literature review led me on a semester-long journey of frustrations, self-exploration, and questions. I quickly discovered that language limitations make the article search process long and frustrating. My main problem: “How do I define the couples I am researching?” If this was a study based on traditional heterosexual relationships, my search would be pretty easy: “premarital” and “engaged” sums up just about every



## ... Semantics Continued from page 6

heterosexual couple preparing for marriage. But how do I refer to partners in non-traditional relationships who are preparing for a *life-long commitment*? I lack the language to define the partnership they are preparing for. I realized that if I can't figure out how to define these relationships, how do the couples define their own relationships? And what are the implications of a lack of definition?

There is a gap in the literature regarding research and resources available to counsel same sex couples. Counselors lack inventories and techniques geared toward this type of couple counseling. Our textbooks have, at best, one or two chapters dedicated to counseling gay males. What is left is "a hodgepodge of modified leftovers" and our own experiences to guide our practice.

Our lack of tools for same sex couple counseling runs parallel with couples' lack of tools for building healthy, successful relationships. Without a common language, role models, social support and sanctified traditions and milestones, couples are left to navigate and pave their own paths alone. Although this can be empowering, it can also create unique and unnecessary stressors in the relationship.

We acknowledge that there are couples that do just fine without having to enter into therapy. We further acknowledge that when discussing deficiencies within our profession, there are always exceptions and that committed individuals in our profession are regularly having a positive impact in creating a welcoming and helpful atmosphere for all types of couples. However, there appears to be much more work to do. We welcome your input and hope that our personal thoughts and experiences this semester will result in a greater awareness of changes that are already being made and perhaps generate further discussion about changes that are yet to be realized.

**Great conference, great city, great time of the year! More information on ALGBTIC Day of Learning Sessions in the next edition of the newsletter!**

# SAN FRANCISCO

## ACA 2012

### Conference & Exposition

**March 21—25, 2012**

**San Francisco, CA**

## Newsworthy Items of Note

**By Stacey Reicherzer, Ph.D.**

Several individuals attended the World Professional Association of Transgender Health (WPATH) conference in Atlanta during September. The conference was particularly valuable in providing information about the new DSM V *Gender Dysphoria* diagnosis, as well as the new WPATH Standards of Care. We are particularly optimistic about the client-centered and advocacy-oriented approach that the new Standards are taking.

We are excited to be presenting a session at the ACA conference in San Francisco for the ALGBTIC Day of Learning that's entitled "The Transgender Liberation Struggle and the *DSM-V*: Examining Power and Paradox in Our Roles as Counselors." The session will be held on Saturday, March 24 from 3:45-4:45pm. In addition, Stacey Reicherzer and Jason Patton will be demonstrating a case example for the new ACA Counseling Demonstration series on Friday, March 23 from 2-3:30pm. The session is titled "Bridging the Gender Continuum: Supporting a Newly-Identified Transgender Client in Naming and Claiming Her Identity."

In addition to his work with the ACA session, Jason Patton will also be representing ALGBTIC in the ACA DSM-V Committee. We look forward to seeing Jason's clinical knowledge in work with

transgender women and men, as well as his extensive research with gay fathers and others of the LGBT family, applied in a proactive manner that advances the voices of our community.

Finally, we are planning to develop a podcast series that demonstrates skills for work with transgender clients from a variety of different cultural experiences. This is forthcoming for 2012-13.

Busy times in genderland- and very exciting ones at that!

**If you haven't read the  
WPATH Standards  
of Care yet, you  
definitely should.**

**They can be found at:**

[http://www.wpath.org/  
publications\\_standards.cfm](http://www.wpath.org/publications_standards.cfm)

**Blow, blow, thou winter wind, thou art not  
so unkind as man's ingratitude.**

**~William Shakespeare**



## Other Newsworthy Items of Note

**From the Editor, Cindy L. Anderton, Ph.D.**

In addition to the WPATH Standards of Care (2011) being released this year, I wanted to include some other publication, research, and information that I believe are noteworthy and worth the read.

Some of you might have already seen some of these come across on the ALGBTIC Listserv. However, if you are like me and your time is limited (although I hate to admit it) you might peruse the subject line and hit delete. Sometimes, if I think ahead I am fortunate enough to think maybe that might be important and interesting and I save it in a file in my inbox to read at a later date. Doing the newsletter forces me to go back to look at many of these articles and tidbits of information and read them more fully to determine if they might be of interest to you the readers. Here are a few things that I've come across that I think might be worth reading if you haven't already.

In October, the Executive Committee of the National Collegiate Athlete Association (NCAA) approved a policy "aimed at allowing the student-athlete to participate in competition in accordance with their gender identity" (2011). You can read more about this policy by going to the following site: <http://ncaa.org/wps/wcm/connect/public/ncaa/resources/latest+news/2011/september/transgender+policy+approved>

In November, I had a wonderful colleague here on my campus at University of Wisconsin—Whitewater pass on a

Blog written by Dan Pearce called *I'm Christian, unless your gay*. Look we all know that there are tensions between the LGBT Community and religious communities. We all know someone, perhaps even ourselves, that has been wounded by a religion that proclaimed who they were (the very core of his/her identity) was a sin. I'm sure many of you have read Blogs like this one and/or have even written a blog, research article, or piece addressing this very issue. So why this Blog? Why is this one noteworthy? It goes beyond it's own title and Dan Pearce, I believe, conveys a deeper message. A message that is timely given this time of year where there is a focus on "giving." I don't want to give it away so if your interest is piqued and you want to read more go to: <http://www.danoah.com/2011/11/im-christian-unless-youre-gay.html>

This month, the American College of Obstetricians and Gynecologists released a committee opinion on healthcare for Transgender Individuals. The opinion is definitely worth the read and I find it encouraging that these issues are more and more coming to the forefront and being addressed by various professions. More about the opinion can be found at: [http://www.acog.org/Resources\\_And\\_Publications/Committee\\_Opinions/Committee\\_on\\_Health\\_Care\\_for\\_Underserved\\_Women/Health\\_Care\\_for\\_Transgender\\_Individuals.aspx](http://www.acog.org/Resources_And_Publications/Committee_Opinions/Committee_on_Health_Care_for_Underserved_Women/Health_Care_for_Transgender_Individuals.aspx)

In October, a report called *All Children Matter: How legal and social inequalities hurt LGBT families* was released.

This report was authored by the Move-

***Continued next page ...***

## Newsworthy Items of Note Continued

... Continued from page 9

ment Advance Project (MAP) and developed in partnership with quite a few noteworthy organizations, a few of which were: the Family Equality Council, Center for American Progress, and the National Association of Social Workers. This 134 page report is absolutely worth every minute and every page. Not only does it report the latest findings in terms of obstacles that LGBT families face in our current society, but it also does a fabulous job of orienting the reader to real families and real people. It is my belief that people are moved when another person becomes real to them and we can no longer put them in the "other" category. Trust me, you will find the report an amazing read and you will find yourself educated and armed with the most up-to-date information, while at the same time being moved by reading about the individuals included in this report. If you haven't read it already you can access a link to the full report by going to: [http://www.americanprogress.org/issues/2011/10/all\\_children\\_matter.html](http://www.americanprogress.org/issues/2011/10/all_children_matter.html).

Finally, again thanks to my colleague at UW-Whitewater, I was routed to something that I think is both entertaining and noteworthy. I do not know all of the organizations that members of ALGBTIC work in, but I thought after viewing this site "wouldn't it be neat if we could support these two individuals?" As I looked at this site and saw how these two women are addressing real life issues, while at the same time being funny and entertaining I found myself not only inspired, but a bit jealous. Jealous because if I was 20 years younger and I

had the courage to put myself out there I would love to do something like this. The site is called, **Everyone is Gay**. You can access it by going to: <http://everyoneisgay.com>.

The organization, **Everyone is Gay**, consists of two women who both do an advice column via the internet and tour high school and colleges nationwide. Their goal in their words is to "bring change and awareness, while keeping everyone laughing."

On their site you can view many of their videos (in essence online advice columns) that both entertain and address real life issues. You can learn more about them, their tour, and view their advice column videos by going to the above site.

There is a chance to donate to their cause on the site, but I ask myself could we not support them more by bringing them to our own agencies and organizations let them spread their message? This is something I plan on investigating further with my dear colleague at UW-Whitewater.

In this edition of our winter newsletter you will find the article, Holiday Perspective on Advocacy Choices by Katie Gross and Erin O. Kern that reminds us of being thoughtful of the causes we support. This year I am focusing on supporting the **Everyone is Gay** cause, oh and fostering an orphan elephant in Africa, but that is another story for another time. Happy Holidays everyone.

~ Cindy

# **Career Counseling and Resources for Lesbian, Bisexual, Gay and Transgendered and Questioning Young Adults**

**by Janys Murphy, MA, LMHC, CMHS**

Few career resources exist that specifically consider the unique position of lesbian, gay, bisexual, transgender, or questioning youth. The unique needs of career seeking LGBTQ youth can be missed, especially in young adulthood. LGBTQ Individuals may put off, be unaware of, or deliberately forgo important career development activities during adolescence because they are busy dealing with identity issues connected to their sexual orientations (Morrow, Gore, & Campbell, 1996). It is the responsibility of the counselor educator to have specialized knowledge that can support the social justice of this target minority. It is also vital in working with undergraduate students to know what companies are supportive of the LGBTQ community and show this support by offering insurance to domestic partners, and actively endorse and anti-discrimination policy in the work place. This article will focus on how to develop tools, resources and strategies to college students in making career choices that identify as lesbian, bisexual, gay, transgendered, and questioning (LGBTQ).

In light of recent national attention that suicides of gay and lesbian adolescent has received, it makes sense to follow up in communities where further suicide ideation might be a common risk factor. Counselor educators have a responsibility as agents of social change to look for gaps in services especially for minority students as a means to promoting the welfare of all people who struggle with adversity. In career counseling specifically, counselor educators must be pre-

pared to validate the unique identity of each target group that a student holds membership in.

In conceptualizing this article, the focus considers youth at the high school and beginning college level, as well as the university campus career counseling center at any major university. The material can meet the needs of the audience, from a workshop for students, at risk youth, educators, counselors, and community supporters. Promotion of the information as a viable resource, increasing departments within the university working together towards the common goal of supporting LGBTQ youth, giving youth a voice in further developing the curriculum and offering it in less of a pedagogical format (since we are talking about each person's own lived experience), and making resources available in a way that is safe for both out youth and youth that might not be out. In terms of developing this for a counselor education class, coming up with a balance of active learning, reflective learning on the part of the counseling student, quality of service delivery with the organization, and providing appropriate readings and assignments for the course.

Resources for conducting the counseling of minority youth and applying this in the classroom setting include theoretical models, local and national resources. The resources listed here can prove beneficial for everyone in the LGBTQ community, as well as professionals, friends and family members that consider themselves a straight ally. National and local agency

***... Continued on page 11***



resources could potentially benefit the LGBTQ young adult client. In addition, articles and books that highlight social justice and career counseling theories are included to support the counselor educator in providing a gap in career counseling services.

It is well known that approximately ten percent of the population identifies as LGBTQ. This means that one tenth of any student body at most universities will struggle with the complicated issues pertaining to being identified as an LGBTQ member and at the same time seeking career development services. According to Pizza Klatch, a local organization of professionals providing pizza to LGBTQ and questioning youth in Olympia WA, thirty percent of all youth suicides are related to questioning gender identity and/ or sexual orientation. This makes the job of the career counselor as a social justice advocate even more eminent; in fact the work if not executed in a sensitive, timely manner, could be a matter of life or death.

A paucity of career counseling specific assessments, resources, and developmental tools exists for LGBTQ youth. Youth that are questioning may show up in career counseling centers prior to attending counseling services. Professionals need to identify students and become an ally by offering career counseling services that are supportive as well as actively referring to other on campus services.

LGBTQ individuals may put off, be unaware of, or deliberately forgo important career development activities during adolescence because they are busy dealing with identity issues connected to their sexual orientations (Morrow, Gore, & Campbell, 1996).

LGBTQ youth deal with stereotypes of being a feminine male, or a masculine female. In addition, many struggle with coming out in the work place. As a higher learning organization, it is crucial to promote staff that recognize how to be allies to students and provide a safe place to talk about career choices without further stigmatization.

### **Theories for Career Counselors to Support Social Justice of the LGBTQ Youth**

#### **1. Krumboltz Social Learning Theory of Career Decision Making**

Sexual orientation is an inherent quality that will likely influence career decisions (Datti 2009). Geography and family attitudes towards the LGBTQ community can compound the complexities of career decision making. For example a youth from New York that experiences acceptance from their family will have a different world view than that of a youth from a small Midwest town. Legislation is also a factor as many states have laws that prohibit health benefits or marriage licenses to the LGBTQ community (Datti 2009). Task approach could include an LGBTQ youth being more likely to advocate for social justice.

#### **2. Chaos Theory in Career Counseling**

Traditional person-environment fit models of counseling will not translate readily to youth that identify as LGBTQ. Chaos theory provides career counselors with a framework that accounts for the modern complexities, changes, and change that all students face. Chaos theory proposes a more lateral and less linear approach to reasoning for vocational choice. It views

***... Continued on page 12***

patterns and relationships and accepts that all knowledge is open to doubt and revision and open to interpretations from different perspectives (Bright and Pryor 2005). Chaos theory encourages clients to reflect on many different aspects of their lives, such as their familial circumstances, childhood, their hobbies, their reading, and key events and tragedies, and on more general environmental factors, such as global political issues and concerns (Bright 2005).

In presenting this theory to counselor educators, a presenter asked workshop attendees to bounce a ping pong ball on the desk or floor in front of them. Much like traditional career counseling, there is predictability to what happens as you bounce the ball in front of you. Now imagine doing this in a storm with strong wind and rain coming at you. Chaos theory purports that this is more true to real life which is often unpredictable. Such a theory offers less rigidity in considering all students in making career choices that might be more based on the complexities of modern life. The LBGTQ youth have survived target ship, and in addition, must face homophobia in applying for college as well as securing employment. This makes the career counselor task of validating the client even more important in developing a career path with the youth that will feel genuine and trustworthy.

### **3. Happenstance Learning Theory**

Happenstance Learning Theory (HLT) focuses on a more satisfying career and personal lives—not to make a single career decision. If assessments are used it is for the purpose of stimulating learning. The task of the counselor is to support clients learning to

engage in exploratory actions as a way of generating beneficial unplanned events. Overall, the success of counseling is determined by what the client accomplishes in the real world outside the counseling session (Krumboltz 2009).

The LBGTQ client is more likely to come across as undecided after spending adolescence consumed with or trying to push away from traditional gender identity and sexual orientation. HLT is useful in its ability to reframe that such clients are open minded. As Krumboltz writes, choosing a career is a one sided relationship.

Young people who commit themselves to one occupation receive no commitment from the occupation in return. If the employer goes out of business or the occupation no longer attracts customers, the employee is out of a job (Krumboltz 2009).

HLP purports that unplanned events are normal and necessary. The career counselor might instead focus on encouraging the LBGTQ youth to increase their social circle, or get involved in a school project as a way to meet others and look for the unplanned opportunities, so to speak.

### **4. Transtheoretical Model of Change in Career Counseling**

This model involves Motivational Interviewing (MI) for career counselors as a way to determine readiness. It is a good fit to the LBGTQ client as it offers them the opportunity to be validated in readiness. In addition, MI is non-judgmental and nonconfrontational. It theorizes that ambivalence is normal, and possibly

something LGBTQ clients experience for a longer period of time as they consider the complicated issues of coming out in the work place, for example.

### **5. Career Counseling as an Anti-oppression model**

This author proposes an anti-oppression model to career counseling for multiple reasons. Validating the client regarding gender and sexual orientation oppression is easier than denying that it exists. The counselor becomes an ally when they can look at their own membership of agency (heterosexism) or target (female gender). From this perspective, before a counselor speaks to an LGBTQ youth, he or she is coming from a framework that is removing the “other” from counseling, as most people hold both target and agency membership (Nieto 2010).

This speaks to the individual seeking career counseling as nowhere else does rank reach to exclude others than work for a multitude of reasons, such as being transgendered, than in the hierarchy of work. It also further supports individuals in naming if it is more or less risk to come out based on, for example, a lesbian female who also holds target ship in ethnicity. A savvy career counseling coming from an anti-oppression model will consider addressing this in career development. A savvy career counselor coming from an anti-oppression model will consider addressing this in career development.

### **Further Considerations for Career Counselors**

Creating a safe place might include having a “safety zone” sign in the counseling office indicating an anti-oppression model of

counseling (Datti). Also resources specific to the LGBTQ youth related to career and vocation selection. In the resources section there are companies listed that specifically have anti-discrimination policies, as well as healthcare policies for same sex partnership. Finally, it is imperative that we help reduce harm and further traumatization with LGBTQ youth. The career counselor is a guide that supports the youth in affirming life choices based on their level of acceptance of tolerance. It is important for career counselors to step back from their value system, in order to serve the LGBTQ student effectively.

The career counselor can create on campus community advocacy by inviting partnership in other departments to support LGBTQ youth. Networking with on campus advocates in the counseling office, health services, and admissions will help create a pathway for LGBTQ youth to know that culturally competent services are provided here. Holding annual career counseling for LGBTQ youth where companies with strong anti-discrimination policies in the workplace can further extend this competency beyond the counseling center. It is also suggested that community advocates such as trans competent counselors so that the information can be provided at any door the youth walks into. A compilation of resources follows to support counselor educators in having resources for youth on hand.

**For full references please contact the author at:**

[janysmurphyhmhc@gmail.com](mailto:janysmurphyhmhc@gmail.com)

## Holiday Perspective on Advocacy Choices

***By Katie Gross, MA & Erin O. Kern, MA***

While looking at a recent Facebook news-feed, we came across an article that someone had posted from a popular LGBTQ supporting blogsite. The basis of the article was focused on a specific charity that discriminates against the LGBTQ community by not supporting same sex relationships. To understand further, we went to the blog to read the entire article. Indeed, it did highlight how the specific charity discriminated against same sex relationships by promoting celibacy in those desiring same sex relationships. We were originally skeptical about the accuracy of the article, so we decided to dig deeper.

Because there is much information on the internet that is unmonitored and inaccurate, we decided to go to the charity website to see what, if anything, was posted about its specific beliefs on homo- and bisexuality. We found that while the site did not condone abuse or the maltreatment of any person based on sexual orientation, they do suggest celibacy and further reading about how certain Biblical scriptures forbid same sex relationship intimacy. Our purpose in addressing this issue is to highlight the importance of counselor awareness regarding LGBTQ sensitive advocacy.

As we enter the holiday season we face constant reminders of our own privileges and the importance of giving back to those who are less privileged, often by means of the various charities within our communities. However, we had not previously given much thought to researching the missions and perspectives that different

Charities may take, and how they may affect the lives of clients that we see on a daily basis. Too often we take for granted the Thanksgiving and Christmas meals our family will celebrate over. Too often we take for granted our ability to attend religious services of our choice. Too often we take for granted that people will accept us for who we are, regardless of beliefs, values, and practice in our own personal lives. After perusing the charity website we are again reminded that not everyone has the privilege of basic human necessities, even the intangible ones. They can be denied, or feel undeserving of, those necessities because of who they love and the values forced onto them by those with privilege who, thus, hold power.

Most charitable organizations publicly acknowledge that they do not discriminate on race, age, disability, and sexual orientation, making it rare to see discriminating beliefs displayed as overtly as with this particular charity. The organization states it does not tolerate abuse of those with different relationship preferences but it also is clear that it does not support homo- or bi-sexual relationships, and even goes so far to suggest that that is a problem. In our opinion, this is not something we, as advocates for the LGBTQ community, should be supporting. Different position statements of this charity condemn additional behaviors, values, and lifestyles as well, but not to the same degree as blatantly telling an individual to live in ways that are incongruent with their values, lifestyle, and, essentially, their core humanity.

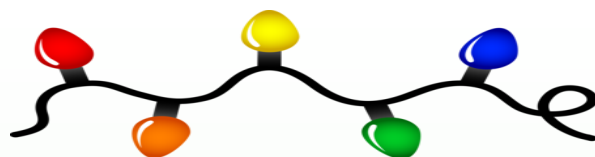
***... Continued on page 15***



*...Holiday Perspectives on Advocacy Choices  
Continued from page 14*

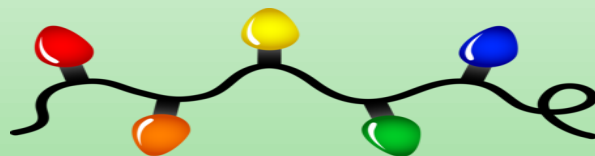
It is our intention as counselors and counselor educators to associate with and utilize organizations that support and promote our profession's beliefs about people; that is, all people matter, no matter what. It is our professional responsibility to be informed consumers, not only regarding current LGBTQ research and educating students to work with LGBTQ clients, but also in our knowledge of the myriad organizations we have the choice to associate with, and their missions. We are certainly not advocating that we give up our religious and charity affiliations, as our whole discussion is based around allowing people to be who they are; we merely suggest that, as a profession, we make the effort to be informed and aware of the associations and organizations we support and participate in during this holiday season and beyond. Clients will inevitably be affected, directly or indirectly, by the choices we make related to this matter. Whether they see us participating in an organization that does not support the LGBTQ community or whether the support we give continues to marginalize LGBTQ persons, they will feel the effect. The more educated and informed we are, and the more we make choices based on that information, the better and more successful advocates we will become for our clients in the coming new year.

**Katie and Erin are both doctoral students in the Counselor Education and Supervision Department at The University of Texas at San Antonio**



*Whatever you might celebrate at this time of year, we here at ALGBTIC wish you the best of holidays.*

*May this time of year be peaceful, happy, and most of all non-stressful for you!!!*



**"In the depths of winter I finally learned there was in me an invincible summer"**

**~ Albert Camus**



ALGBTIC News, the newsletter of the Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling, is published three times annually. The ALGBTIC News is typically published online for summer and fall. Our Pre-Conference issue is a mailed hardcopy. The publication dates and submission deadlines are:

**Summer edition:** July 31

Submission deadline: June 15

**Winter edition:** December 24

Submission deadline: December 1, 2011

**Pre-Conference edition:** March 15

Submission deadline: February 24

### **Submission Guidelines:**

Submit articles and items that would be of interest to our readership and ALGBTIC members. Information should be current and informative. Submissions that promote dialogue and opinion are especially encouraged.

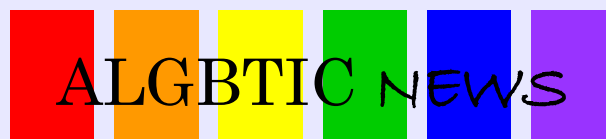
All submissions should be sent to the Editor via email as a Microsoft Word attachment. Please be advised that the Editor has the right to edit your submission due to space considerations and/or content issues.

**Please send your submissions to:**

**Cindy Anderton, Ph.D. at**

**[andertoc@uww.edu](mailto:andertoc@uww.edu)**

**Disclaimer:** Although ALGBTIC News attempts to publish articles and items of interest that are consistent with the mission and goals of ALGBTIC, they do not necessarily reflect the overarching opinions, policies, or priorities of ALGBTIC or ACA.



**Cindy L. Anderton, Editor,  
ALGBTIC NEWS  
Winther Hall 6054  
University of Wisconsin—Whitewater  
Whitewater, WI 53190-1790  
(262) 472-5401**