Affirmative Pedagogy: Affirmative Approaches as a Pedagogical Framework to Improve LGBTQ+ College Retention

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Affirmative Pedagogy: Affirmative Approaches as a Pedagogical Framework to Improve LGBTQ+ College Retention

Aim of Presentation: This roundtable aims to explore issues surrounding post-secondary education for LGBTQI+ students and how teaching practices, (pedagogy), and curriculum development can impact college retention. Affirmative Therapy, a professional counseling approach designed to be specifically tailored for LGBTQI+ issues, is discussed as a possible complimentary approach to current teaching practices through practices such as (a) normalizing all sexual identities and expressions, (b) combating heterosexism and homophobia, and (c) empowering sexual minorities through strength validation, skills building, and supportive relationships. This approach will empower teachers to be better able to promote identity development, safe spaces, and resource connection by collaborating with students to explore hierarchical assumptions inherent in traditional curriculum models to personalize them to student needs.

Supplemental Materials: Included for your convenience are three handouts. First, an example of a syllabus critically evaluating how affirmative therapy can be infused into student learning objectives, curriculum, and possible current BGSU policies. The syllabus also functions as a way to provide information about the presentation and the references used to construct the roundtable. Second, a handout of the major tenets of Affirmative Therapy to provide common language and education on how the approach is currently being used in clinical counseling practice. Finally, the Genderbread Person handout is provided to provide education on the dimensions surrounding gender and sexuality.

Safe Space Disclaimer & Confidentiality: As it is fitting with our topic, this roundtable discussion is meant to be a safe place to discuss and process. As your facilitators, we can guarantee our confidentiality, with certain restrictions, pertaining to what is shared. However, as this is a group discussion, we cannot guarantee the confidentiality of all roundtable attendees. We ask that, by participating in this roundtable, you as the attendee agree to maintain confidentiality as to what is discussed.

Please direct any questions regarding confidentiality, risks related to roundtable discussion, or for more information on Affirmative Therapy to one of the facilitators.

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PRACTICING DIVERSITY, EQUITY, AND INCLUSION IN TWENTY-FIRST-CENTURY HONORS EDUCATION CONFERENCE

Honors College of BGSU

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Affirmative Syllabus Example

2017 Fall Semester

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Examples of Affirmative Pedagogy

Section C: Student Learning Objectives

During this course, students will learn to identify research problems and evaluate them through appropriate research design.

Traditional Course Objectives:

After completing the course, students will be able to:

1. Critically evaluate class specific material.
2. Formulate a research topic suitable for research and dissemination.
3. Reflect on class material and research in a dynamic and provocative way.

Affirmative Course Objectives to be Added:

After completing the course, students will be able to:

1. Identify resources and strengths specific to personal identities to both succeed in classroom and beyond.
2. Challenge both external and internal assumptions that lead to oppression and heterosexism.
3. Create a space for inclusion and success of all identified individuals and groups.

Section D: Current BGSU Course Policies Selected for Discussion

Statement of Diversity

In concert with Bowling Green State University’s Core Values, and the Code of Ethics and Conduct Policy Section VI.f Principles of Ethical Conduct: Diversity and Respect for the Individual, the faculty within the College of Education and Human Development upholds the tenets pledged by the University to respect and value personal uniqueness and differences. This includes, but is not limited to, participating in the initiatives of the University to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity toward diversity and foster of an environment of inclusion in all curricular and extra-curricular activities. Therefore, it is expected that all students enrolled in this course will:

* Be considerate of the thoughts and ideas of others;
* Demonstrate accountability, integrity and honor in all course-related activities;
* Promote a collaborative and supportive educational environment; and
* Treat every individual with kindness, dignity, and respect.

Safe and Confidential Environment

Confidentiality is a core ethical principal of education and the helping professions. Trust and openness are a crucial part of the experiential nature of the class activities essential to integrate the concepts in this course. With regards to yourself, you have the right and responsibility to share only as deeply as you feel comfortable. This classroom (in-class, site visits, and on Canvas) must be a safe environment for discussions, with no fear of reprisal, criticism, or breach of confidentiality. Revealing anything about a fellow student, case studies, or any other personal or private information with anyone outside of the class is a breach of confidentiality. Anything you share in this class that is subsequently shared with the instructor will in no way affect your grade and will be kept confidential unless it falls under one of the exceptions of confidentiality, which include, but are not limited to: disclosures of serious and foreseeable harm to self or others, or abuse of a child, elderly person, or
disabled person. Please keep in mind that the class instructor’s control over confidentiality limited. **If a classmate discloses any of the above, please see the instructor immediately.** If at any time you experience discomfort or if this class brings up any difficult issues for you please speak with the instructor for a referral, or contact the BGSU Counseling Center which provides counseling services free to students. **Breach of confidentiality is very serious and will result in consequences such as affecting your grade or even up-to failure of the course.**

**Informed Consent**

This syllabus serves as the contract between the instructor and the students for the semester and course noted. As the semester progresses, if simple answers regarding this course can be answered in the syllabus, students will be referred to it for the answer(s). If, **after** consulting the syllabus further clarification is still required, the student should contact the instructor for clarification. Furthermore, questions regarding grades often require more than a simple reply via email. Consequently, questions regarding grades should be addressed live during the instructor’s office hours. If a legitimate reason (instructor’s discretion) precludes a student making the instructor’s office hours, an appointment may be scheduled to address grading questions.

**ADA Compliance:** BGSU provides educational opportunities to people with disabilities and complying with the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973 (as amended 29 U.S.C. 794), and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. The complete Policy on Students with Disabilities, including grievance procedures, is available in the Office of Accessibility Services (they are located in Room 38 College Park Office Building, their phone number is 419.530.4981 (TTY 419.372.9455), and their website is [http://www.bgsu.edu/disability-services.html](http://www.bgsu.edu/disability-services.html)), and the Division of Student Affairs (they are located in Room 107 Conklin North, their phone number is 419.372.2147, and their website is [http://www.bgsu.edu/student-affairs/about-us.html](http://www.bgsu.edu/student-affairs/about-us.html)).

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**Section E: References for Presentation**


Affirmative therapy is:
an approach to therapy that embraces a positive view of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) identities and relationships and addresses the negative influences that homophobia, transphobia, and heterosexism have on the lives of LGBTQ clients


“...I want LGBTQ clients to know that I support them and their families. Being affirmative means I treat loving couples, families, and transgender people with the dignity, respect, and affirmation they deserve; they are fine just the way they are.”

Being an affirmative therapist involves:

1. Self-reflection – reflect on your own upbringing, attitudes and beliefs; acknowledge areas of privilege; recognize bias stemming from living in a heteronormative and gender-binaristic society.
2. Get involved – live an affirmative life; become familiar with the issues; strive for social justice and social change.
3. Create an affirmative setting – provide LGBT friendly reading material, literature and resources; include affirming language on all paperwork; use client’s preferred name; don’t resort to heteronormative assumptions, instead ask about a client’s partner.
4. Be open about your commitment to providing affirmative therapy with all clients, regardless of sexual orientation or gender identity.
5. With heterosexual and/or cisgender clients, act as an advocate by challenging heterosexism and the gender binary.

Definitions...

Ally – a member of a majority group to works to end oppression

Asexual – an individual who has no significant interest in sexual activity

Bisexual – an individual who is attracted to men and women

Cisgender – a person who’s gender identity is in line with the gender assigned at birth

Drag – involves the performance of gender expression; not based on sexual orientation

Gay – a man who is attracted to men

Gender expression- outward expression of gender (clothing, mannerisms, activities, etc...)

Gender Identity – a person’s deeply held sense of their own gender, regardless of what they were assigned at birth.

Gender non-conforming – people whose experiences, behaviors, interests, or identities fall outside stereotypical gender expectations

Gender roles – culturally defined behaviors, attitudes, emotions, traits, mannerisms, appearances and occupations

Genderqueer – a person who feels their gender identity is outside the binary
**Definitions cont.**

- **Heterosexism** – the presumption that all people are straight
- **Heterosexual/straight** – a man who is attracted to women; a woman who is attracted to men
- **Homophobia** – irrational fear or hatred of LGBTQ people
- **Intersex** – a person whose biological sex is ambiguous; not synonymous with transgender
- **Lesbian** – a woman who is attracted to women
- **LGBTQIA** – an acronym for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex Ally or Asexual
- **Queer** – a re-appropriated term for people whose identities challenge dominant norms related to sexuality and gender
- **Sexual orientation** – describes an individual’s attraction to another person
- **Transgender** – people whose gender identity is different from their assigned gender at birth
- **Transman or Female-to-male (FTM)** - a person who is biologically female, or assigned female at birth and identifies as male.
- **Transphobia** – irrational fear or hatred of transpeople
- **Transsexual** – a person who undergoes procedures to change their body to fit their gender identity
- **Transwoman or Male-to-female (MTF)** - a personal who is born biologically male, or assigned male at birth and identifies as female

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**Tips for Affirmative Therapists**

1. Talk about your LGBTQ affirmative stance to colleagues, potential clients, family, and friends.
3. Know the LGBTQ resources in your local community.
4. Acknowledge that each person has a unique story related to personal discovery and disclosure of their sexual orientation and/or gender identity.
5. Know the differences between sexual orientation and gender identity.
6. Using correct terminology. When in doubt about how to talk about identity, ask!
7. Ensure that intake forms include a blank option for gender and acknowledge LGBTQ relationships.
8. Access LGBTQ affirmative continuing education trainings and resources for clinical practice.
9. Include gay and lesbian literature in your waiting area.
10. Get involved in LGBTQ community events and activities.

**Recommended Resources:**

The Genderbread Person v3.3

Gender is one of those things everyone thinks they understand, but most people don’t. Like Inception. Gender isn’t binary. It’s not either/or. In many cases it’s both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It’s okay if you’re hungry for more. In fact, that’s the idea.

**Gender Identity**
- Woman-ness
- Man-ness

How you, in your head, define your gender, based on how much you align (or don’t align) with what you understand to be the options for gender.

**Gender Expression**
- Feminine
- Masculine

The ways you present gender, through your actions, dress, and demeanor, and how those presentations are interpreted based on gender norms.

**Biological Sex**
- Female-ness
- Male-ness

The physical sex characteristics you’re born with and develop, including genitalia, body shape, voice pitch, body hair; hormones, chromosomes, etc.

**Sexually Attracted to**
- Nobody
- Women/Females/Femininity
- Men/Males/Masculinity

**Romantically Attracted to**
- Nobody
- Women/Females/Femininity
- Men/Males/Masculinity

In each grouping, circle all that apply to you and plot a point, depicting the aspects of gender toward which you experience attraction.

For a bigger bite, read more at http://bit.ly/genderbread