

ASSOCIATION FOR LESBIAN, GAY, BISEXUAL & TRANSGENDER ISSUES IN COUNSELING



AMERICAN COUNSELING
ASSOCIATION

*A Division of the American
Counseling Association*

Spring 2016 Newsletter

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ALGBTIC Springing Forward Franco Dispenza



essential to provide you relevant and concise information, while providing a platform for all of our members to share pertinent information with one another.

Please do not hesitate to send me any relevant information, announcements, briefs, or featured articles that you would like to showcase in upcoming editions of our newsletter.

Submission Dates are:

- June 10, 2016 (Summer Issue)
- September 9, 2016 (Fall Issue)
- December 9, 2016 (Winter Issue)

Lastly, as editor of the ALGBTIC newsletter, I would be like to congratulate our newest elected members to the ALGBTIC executive board.

Joel Filmore
President Elect

David Julius Ford, Jr.
Professional Trustee

Christian D. Chan
Student Trustee

Greetings and Happy Spring!

For all new members to ALGBTIC, welcome to the spring 2016 edition of our newsletter. For all our continuing members, welcome back, and thank you for all of your continued support. As you all know, ALGBTIC is active, growing, and committed to supporting the lives of LGBTQ persons. The newsletter is just one way ALGBTIC upholds our commitments to LGBTQ communities. As one of my priorities, it is essential that you stay informed of the Association, and informed of issues that may impact the lives of diverse LGBTQ persons living across the United States of America and of the world. It is also

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Civility and Being a Queer Person of Color

David Julius Ford, Jr., PhD, LPC, NCC, ACS

According to the Institute for Civility, civility is the ability to claim and care for one's identity, needs, and beliefs while not degrading someone else's identity (Spath & Dahnke, n.d.). It involves politeness, the ability to disagree without disrespect, seeking common ground as a starting point for dialogue about differences, listening past one's preconceptions, and teaching others to do the same. Civil behavior means an individual can remain present even with those the individual has had deep-rooted and fierce disagreements. Another caveat to civility is leveraging interpersonal power such that everyone's voice is heard and no one's voice is ignored. Civility begins with us (n.d.).

In February 2016, I had the privilege of presenting about Civility at the Cross-Cultural Counseling and Education Conference for Research, Action, and Change. I have done this presentation before, but tailored the discussion to faculty members and only talked about civility and racial diversity. As I conceptualized the presentation for this conference, I thought something was missing. I needed to include the LGBTQQIA community. So, I talked about homonegativity, heteronormativity, heterosexism, and homophobia. I had to reflect on all of my intersections and how I was silencing one part while advocating for another. I was guilty of doing what others have done to other Queer Persons of Color—placing race/ethnicity over sexuality.

Civility allows us to give voice to each part of a Person—the race/ethnicity, culture, sexuality, gender expression, gender identity, etc. Civility also urges us to teach others how to be civil. As Counselor Educators, Counselors, and Supervisors, the impetus is on us to instill that into our students, interns, and clients. We also have to create a haven for our students and clients to express each of their intersections. They should never be made to choose one over the other and we should not place more value on one over the other. We have to listen past our own preconceived notions.

I will have the opportunity to present on civility on several more occasions, and I want to be more deliberate with integrating all of my identities into my presentation. I include microaggressions, but still apply them to race/ethnicity. I recently read an article by Dr. Kevin Nadal and others that reviewed the literature that explored microaggressions toward Persons in the LGBTQ community (Nadal, Whitman, Davis, Erazo, & Davidoff, 2016). Their work posited that more research needs to be done exploring microaggressions and Queer Persons of Color (Nadal et al., 2016). Their work has inspired me to integrate more information about microaggressions into my presentation and apply them to Queer Persons of Color.



I am a member of several Facebook groups devoted to Persons of Color, Queer Persons, and Queer Persons of Color. In each group, I have witnessed and been the recipient of uncivilized behavior. To some Persons of Color, the notion is that Queer Persons of Color will always choose their sexuality over their race/ethnicity, and my Blackness and allegiance to my race has been questioned and minimized. I have also experienced racism in the Queer community, sometimes worse than that I have experienced from my heterosexual counterparts. In some groups devoted to Queer Persons of Color, I have seen so much hatred towards White members of the Queer community due to being left out of Queer spaces. I have to appreciate my affiliation with the LGBTQ Scholars of Color Community and QPOC, spaces that breathe and breed civility. Being in these communities has given me the urge to remain in those other spaces and educate others while advocating for those that have been marginalized. I will admit that being civil and teaching civility has been difficult, but being a part of these communities gives me the desire and strength to fight the good fight.

We have seen so many instances of uncivilized behavior recently. From the threads on CESNET to the current political scene, we have been inundated with Persons who lack civility. Because of our double minority status, Queer Persons of Color will get lost in the fray. Our job as professionals and Queer Persons of Color is to advocate for ourselves, our counterparts, display civility, and teach others to be civil. Only then will we have uncontested marriage equality, our trans kindred will not be targeted and murdered, we will be able to have stable employment without the fear of being harassed and/or fired, all intersections of the being will be validated, and civility will be woven into our interactions with each other, our students, our interns, and our clients.

If you would like to be a part of this haven where civility is the foundation for our community, I urge you to contact ALGBTIC President-Elect and our QPOC Committee Chair, Dr. Joel Filmore at jfilmore@family-institute.org to become involved with QPOC. We welcome all!

**ALGBTIC PROGRAMMING AT ACA
Montreal, Canada
March 31, 2016 to April 3, 2016**

Title Event	Day	Date	Start Time	End Time
ALGBTIC Board Meeting	Thursday	March 31	8:00AM	12:00PM
ALGBTIC Queer People of Color Gathering	Friday	April 1	2:00Pm	3:00PM
ALGBTIC Graduate Student Gathering	Friday	April 1	3:00PM	4:00PM
ALGBTIC Reception	Friday	April 1	6:00PM	7:30PM
ALGBTIC Brunch	Saturday	April 2	11:00AM	1:00PM
ALGBTIC State Board Meeting	Saturday	April 2	4:00PM	5:00PM
ALGBTIC Annual Open Member Meeting & Nominations	Sunday	April 3	10:00AM	11:30AM

Webinar Announcement

Counselors Using the ACA Advocacy, Multicultural, Social Justice, and LGBTQQIA Competencies to Reduce Bullying Towards LGBTQQIA Communities.

Time: April 6, 2016 12:00 PM (GMT-6:00) Mountain Time (US and Canada); 2:00PM EST

AMCD, CSJ, and ALGBTIC will be co-hosting a Webinar. The presenters are: Drs. Michael Hutchins, Anneliese Singh and Manivong Ratts. The focus of the webinar will be on using the various competencies to address bullying issues as they relate to LGBTQQIA members of our community. The competencies will provide a framework for examining possible interventions and the beliefs and core feelings underlying the interventions. We will also explore the underlying assumptions from diverse cultural perspectives. The workshop is one hour and will have **1 NBCC Clock Hour** associated with it.

Join from PC, Mac, Linux, iOS or Android: <https://ucdenver.zoom.us/j/691351235>

Foster Care System and LGBTQIA Identities

By Mikayla Shaw, Rodney Parks, Melissa Holmes
Elon University

Each fall, Professor Parks teaches a course in Wilderness and Adventure Therapy. Throughout the semester, students began to feel comfortable sharing intimate details of their lives and developed deep bonds of trust and friendship. During the fall course a student began sharing her experiences of identity development during her years in the foster care system. The stories themselves were quite difficult to hear, but had a lasting impact on everyone in the class. Her stories enabled us to recognize the challenges of adolescents “coming out” while displaced from their family and living as a foster child and the added difficulties of transitioning from foster care to college. After the course, this particular student agreed to participate in an interview to speak further about her experiences of identifying as lesbian during her time in foster care, and the challenges she had transitioning from high school to college.

Foster parents or other adults who work within the social service system may not be accepting of LGBTQIA identities. This can lead to dangerous situations, feelings of low self-worth, and feeling the need to hide one’s identity while placed in foster care. This is a very prominent issue in society today because there are approximately 175,000 youth ages 10–18 in foster care in the United States. Of these 175,000 an estimated five to ten percent, likely more, classify themselves as lesbian, gay, bisexual, transgender, or questioning (Child Welfare Information Gateway, 2013). Despite these alarming numbers, many LGBTQIA youth in foster care continue to experience rejection, or a limited number of placement options, because of their sexual orientation. A first-hand example of this was described in the interview: “I had a foster parent who did not approve of my lifestyle...she would make sure to tell my caseworker that I wasn’t behaving well, and when you’re not behaving well in foster care, they take away, they take away money, they take away funding for certain things, they take away.” This could be detrimental in a child who is developing their identity and even more so for ones who have the dream of going to college.

The percentage of youth in foster care who want to go to college is significantly higher than the percentage that pursue higher education due to interrelating factors such as economic need, lack of support, and dealing with more immediate concerns (Winerip, 2013). Throughout the interview, this student expressed immediate concern for her sister who was going through life-changing moments in her life. Her sister had gone missing. The Elon student said, “I’d always known that I wanted to go to college...I had an internal drive because the stereotype of foster children is generally when they age out of foster care most of them aren’t college graduates, most of them will have children by the time they age out, most of them will be homeless or in jail...” This internal drive enabled her to stay motivated even though her sister had gone missing and her schoolwork was lagging. According to national statistics provided by Arrow, 40 to 50 percent of children in foster care will never complete high school. Sixty-six percent of them will be homeless, go to jail or die within one year of leaving the foster care system at 18 (Winerip, 2013).

Institutions of higher education generally don’t track students transitioning from foster care. However, actions have been taken by government officials to aid adolescents aging out of the foster system. For example, the Chafee Grant Program enacted in 2003 provides an annual \$48 million federal appropriation used to award scholarships of up to \$5,000 to aging out individuals; the Fostering Connections to Success and Increasing Adoptions Act of 2008 also gives states the option of extending federal aid programs for foster youth from age 18 to 21 (Children’s Bureau, 2013). While the transition from foster care to adulthood can be detrimental to many foster care adolescents, there are a special few that succeed with the help of these grants, or the rare foster family willing to help them transition to college.

(Continued on the next page)

Foster Care System and LGBTQIA Identities

(continued)

The reason may be the simple fact that children in foster care don't have the opportunities to see college campuses and are provided little knowledge from host families on what it takes to go attend and be successful in college. When asked how the interviewee got into college or even saw that as an option she quickly responded, "I was lucky. I got an academic ride to a private school in Atlanta, so we had it really good...I got into every school I wanted to go to, but it was about if I could afford getting into any school I wanted to, and I couldn't. There were no real options for foster care to help me. Don't ever depend on the idea that the system is supposed to help you get to school...anything can happen, they don't owe you anything." As an LGBTQIA member, she felt ever more disconnection from foster parents, hiding the truth of who she was to be accepted into a certain community.

Being LGBTQIA carries a stigma in the foster care system that hinders children in more ways than can be written in this newsletter. The interviewee discussed how, during one of her many foster home experiences, two girls were caught kissing and were labeled as sexual predators. "One girl was placed in the predator's cottage, and one girl slept in the victim's cottage. Whenever she was home, other girls weren't allowed to visit the predator, even though she was only nine. Negative stigma related to having an LGBTQI identity is prevalent in the foster care system, hindering LGBTQIA youth from exploring their identity and potentially further repressing any chance to ever attend college if the foster parents aren't supportive of their lifestyle choices.

The stories that this student provided to the class will forever be engraved in hearts. The reason that these stories will never be forgotten is summed up by one simple answer during our interviews. When the interviewee was asked "How would you describe the environment of group homes in relation to LGBTQIA identities?" She responded by saying, "Oh, it's a terrible place to be. If you identify as LGBTQIA, you should not go." How are children in foster care supposed to grow as human beings, break the trend of 40-50 percent never graduating high school, and especially graduate from college if they can't they feel comfortable in their own homes?

References

Child Welfare Information Gateway. (2013, May). *Supporting Your LGBTQ Youth: A Guide for Foster Parents*. Retrieved from <https://www.childwelfare.gov/pubPDFs/LGBTQyouth.pdf>

Children's Bureau. (2013, September 10). *Implementation of the Fostering Connections to Success and Increasing Adoptions Act of 2008 Working Document*. Retrieved from <http://www.acf.hhs.gov/programs/cb/resource/implementation-of-the-fostering-connections>

Winerip, M. (2013, October 30). *Out of Foster Care, Into College*. Retrieved from http://www.nytimes.com/2013/11/03/education/edlife/extra-support-can-make-all-the-difference-for-foster-youth.html?_r=2

ALGBTIC Conference

San Antonio, Texas

September 16 and 17, 2016

We are excited for a great time at our 2nd biennial ALGBTIC Conference to be held in San Antonio, Texas on September 16-17, 2016. The theme of our conference will be, "Empowering Through Unity."

Registration is now open and will continue until the start of the conference. Please make sure to take advantage of our early bird discounts and get registered today!! See our rates below and consider an ALGBTIC membership when you register! Professional membership is 47.00 and student membership is 30.00. Membership will entitle you to a lower conference rate, as well as many other benefits throughout the year. Visit the ALGBTIC website for more information at www.algbtic.org

- Early Bird until August 1, 2016/ Regular Onsite Rate
- ALGBTIC Professional Member: 155.00/195.00
- (One session: 50.00/ Two session 80.00)
- Non-ALGBTIC Member Rate: 190.00/225.00
- (One session 60.00/ Two sessions 90.00)
- ALGBTIC Member Student Rate: 70.00/85.00
- (One session 40.00/Two sessions 70.00)
- Non-ALGBTIC Student Rate: 85.00/90.00
- (One session 45.00/Two sessions 75.00)



To reserve a room for your stay visit:

Hotel Contessa: <http://www.thehotelcontessa.com>

306 West Market Street <http://www.thehotelcontessa.com/>, San Antonio, TX 78205

If you have questions please contact our Conference Registration Chair Noreal Armstrong at dr.flowerchild.524@gmail.com

The ALGBTIC Newsletter is Welcoming Submissions!

Please review our guidelines for submission. We would love to hear from professional counselors, counseling students, counselor educators, and counselors working in research settings. Contribute your voice to the next ALGBTIC newsletter. Please contact Franco Dispenza, Newsletter Editor at fdispenza1@gsu.edu with any questions.

Guidelines for Newsletter Submissions

All submissions must be electronic, written in Microsoft Word document formats (.doc or .docx) and included as an email attachment.

All submissions must be in 12-pt Times New Roman font with 1" margins.

All submissions must adhere to word limits for article category.

All submissions must include author's name, degree(s), academic or institutional affiliation, telephone number and email address in a cover email.

Any citations must follow APA Style Manual, 6th Edition, and language should be free of bias in accordance with APA's style guidelines.

Any articles not adhering to #1-5 above will be returned to the author for revision before review.

We welcome all submissions 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.

Submission Categories

New and Noteworthy – this category is for upcoming social, political or advocacy current events. Events may be local, statewide, or national in scope. Also may include synopses of current news items or media (films, art, music) that may be of interest to our readers. 500 words or less.

State Chapter News – this category is for legislative and scope of practice updates from our state chapter leaders, and for any counseling-related or LGBT-affirmative events that the state wants to publicize. For example: rallies, benefit walks, legislative action days, etc. 500 words or less.

Fresh off the Presses – this section highlights chapters, books, and articles (peer-reviewed or not) written by ALGBTIC members and student members. Only 3 publications per member will be included in an issue of the newsletter. Full citations, please.

Practice Matters – this category is for practicing professional counselors, counseling interns or counseling psychologists to address topics of relevance to practitioners in agency or private practice settings. Examples include multicultural concerns, insurance involvement in client care, DSM-V impact, ethical issues. 1,000 words or less.

Major Contribution – this category is for academic articles on the theory or practice of counseling or counselor education. Submissions welcomed from faculty, graduate students, and LGBT scholars and allies. 1,500 words or less.

Difficult Dialogues – this category is for controversial topics of interest or discussions between professionals on two sides of an issue. For example, medically assisted hormone blockage for trans-identified children. 1,000 words or less.