

ST. JEROME'S UNIVERSITY

WATERLOO

CANADA

Department of Psychology
Psychology 318: *Psychosexual Organization*
January–April 2018 (#8012)

1.0 CALENDAR DESCRIPTION

A detailed examination of concepts related to the formation of gender identity and psychosexual organization. The “Nature-Nurture” debate will be explored as well as gay and lesbian identity and consciousness throughout the life cycle.
Prerequisites: Psychology 211 or 236.

2.0 COURSE INFORMATION

Instructor:	BJ Rye, PhD
Office and Phone Number:	Sweeney Hall Room 2036 and 519 884-8111 x 28219
E-mail:	bjrye@uwaterloo.ca
Days and Time of Lectures:	Mondays & Wednesdays; 1:00pm-2:20pm
Location:	SJ2 Room 2003
Office Hours:	Mondays 2:30-3:30 pm or by appointment
Teaching Aide:	Sweeney Hall Room 2035
Teaching Assistant:	Marissa Traversa: m2traver@uwaterloo.ca

Warning: At times, the content in this course may be graphic and/or disturbing for some students. Students must make an autonomous, informed decision about enrolling in this class.

3.0 TECHNOLOGY IN THE CLASSROOM: ELECTRONIC DEVICE POLICY

Cellular telephones, smart phones, and similar devices are prohibited in the classroom as these are disruptive to the work environment of the instructor and disruptive to other students. These are to be powered off and put away during lectures and tests. Those who ignore this ban and use these devices will be asked to leave.

If students wish to use computers (e.g., laptops, tablets) to take notes during the lectures, they must obtain permission. This involves the student signing a contract agreeing the device will be used to take notes and for course-related activities (e.g., visiting “Learn”). Non-lecture-related use is banned as it is disruptive. Students who are “surfing” (e.g., checking email, facebook, and the like) will be asked to leave the classroom.

Using an experimental design, Sana, Weston & Cepeda (2013) found that students who multitask (e.g., surf non-course related websites on a computer) during lectures had poorer quality lecture notes and performed **11% lower** on a test of comprehension of lecture content. Further, those who students who were in the view of a multitasking peer scored **17% lower** on a comprehension test compared to students who were NOT in view of a multitasking peer. This means that people who are “surfing” are distracting those who are not in such a way as to decrease others’ performance on a lecture-related test, thus justifying a ban on such activities.

Sana, F., Weston, T., & Cepeda, N.J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-31.

Increased cell phone use was associated with lower GPA and, in turn, lower satisfaction with life (in a structural equation model; Lepp et al., 2014).

Lepp, A., Barkley, J., & Karpinski, A. (2014). The relationship between cell phone use, academic performance, anxiety, and Satisfaction with Life in college students. *Computers in Human Behavior*, 31, 343–350.

3.1 CORRESPONDENCE

Students using email or the telephone to contact the professor or T.A. **must** include their given and last names, student number, and course in which they are enrolled. Anonymous emails will be ignored. Note that hotmail accounts sometimes delay routing of the messages or simply do not deliver messages. A note on email etiquette: It is appropriate for students to begin an email with a “salutation” and end their email with a “closing.” Simply typing a demand or a question is rude. **Please include the course name or your name in the e-mail subject heading.**

4.0 REQUIRED READING: Available through the library on electronic course reserves.

5.0 COURSE OVERVIEW

This course is designed to be an investigation into various concepts and issues surrounding psychosexual organization -- such as, gender identity, sexual identity, and sexual orientation. Specifically, sexual identity development and progression, as well as gender issues and gender identity will be discussed. Transsexualism, transvestism, transgenderism, and gender dysphoria as well as issues surrounding homosexuality, bisexuality, and heterosexuality will be explored. Also, intersexuality and hermaphroditism will be addressed.

6.0 LEARNING OUTCOMES

Cognitive Learning Outcomes: By the end of this course, you should be able to...

- identify, list, recognize, and define key issues & major controversies in the psychology of sexual minorities
- recognize and understand major psychological theories by applying them to sexual minority groups
- understand the role of research in this field, be able to read a piece of research and critically analyze it such that you identify the strengths, weaknesses, and biases. Thus, you will be able to evaluate the validity of the argument and the worth of the piece of work
- critically evaluate research, social norms, and personal thoughts and feelings with respect to sexual minority groups.

Affective Learning Outcomes: The course is designed such that you should be ...

- aware of the struggles as well as the joys of being a sexual minority group member
- become sensitive to the exclusions of sexual minorities in mainstream cultures
- sympathize, empathize, and/or identify with sexual minorities on a personal level
- use the information & experience and apply it in your everyday life and your work-life; you may be energized and empowered for your personal social justice activities (whether we recognize it or not, we are always participating in various forms of social justice activities).

7.0 LEARNING FORMAT AND LEARNING ASSESSMENT

The course will involve lectures, class discussion, film presentations, and guest speakers. Students are expected to attend class and participate in classroom discussions and exercises.

Task	Percentage of Grade	Date Due
Class Quizzes	15%	Daily; during lectures
Critical Analysis #1 ★	15%	24 January (at the beginning of lecture)
Mid-Term Test	20%	14 February
Critical Analysis #2 ★	25%	5 March (at the beginning of lecture)
Final Test (not cumulative)	25%	7-21 December
Psychology Research Participation – potential bonus of up to 4% ★		

★ specific references - to be discussed in class. While it is theoretically possible to earn 104% in this class, only a grade of 100% can be recorded. NOTE: EXAM DATES ARE FINAL: PLEASE DO NOT REQUEST ANY ALTERNATE DATES/TIMES (medical exceptions excluded). **Note: travel plans are NOT a valid request for examination accommodation.** Please wait until the final exam schedule is published before you make end-of-term travel arrangements. You are advised to not travel until you have completed your final examination or arrangements have been made.

7.1 LECTURE AND CLASS SCHEDULE:

★ As we may not have time to cover all topics in class, some are assigned as “independent study” meaning that the student is expected to read about the issue without a concurrent lecture. ★

Topic	Date	Readings
<i>Introduction</i>		
Introduction	Jan 3	
1. Basic Concepts	Jan 8	Hunter; Drescher; Muñoz et al.; Schneider et al; LGBT Concerns Committee; Webb et al.
2. Typical Genital Development	Jan 10	Nelson
<i>Module 1: Intersex</i>		
3. Intersexuality & Atypical Genital Development	Jan 15	Mazur et al.
4. Androgen Insensitivity Syndrome	Jan 17	Liao
5. Other Intersex Conditions	Jan 22	Zucker
6. Intersex Video	Jan 24	
CRITICAL ANALYSIS PAPER #1 DUE	Jan 24	Girden & Kabacoff
<i>Module 2: Transgender</i>		
7. Introduction	Jan 29	Glicksman; Mizock et al.; Carabez et al.; Meier & Harris
8. Concepts	Jan 31	Take home
9. Attitudes	Feb 5	De Vries & Cohen-Kettenis; Sanchez & Vilian
10. Experiential Learning	Feb 7	Bockting & Coleman
11. Sexual Orientation: Concepts & Incidence	Feb 12	Alford-Harkey & Haffner
MIDTERM TEST	Feb 14	Girden & Kabacoff
<i>Module 3: Sexual Orientation</i>		
12. Theories	Feb 26	Ellis
• 13. psychological	Feb 28	Cohen & Savin Williams
• 14. psycho-biological	March 5	Igartua; Eliason & Schope
CRITICAL ANALYSIS PAPER #2 DUE	March 5	
16. Identity Formation	March 7	Savin Williams
• 17. coming out theory	March 12	Mcalister; Bradford
• 18. youth	March 14	Lingiardi & Nardelli
• 19. sexual identities theory	March 19	Moore & Stambolis-Ruhstorfer
20. Same-Sex Families	March 21	Patterson
21. Attitudes 1	March 26	Hegarty & Massey
22. Attitudes 2	March 28	Herek
23. Course Conclusion	April 2	Riggle et al. Simoni & Walters
FINAL EXAM	April 9-24	

7.2 LEARNING ASSESSMENT CRITERIA

Format: All papers submitted shall be written in the style of the American Psychological Association. In particular, the papers should be double-spaced with one-inch margins and use 12-point Times New Roman font. Include a title page with the title of your paper/assignment, your name, your student number, the date submitted, and the course number. Include a running head with a short title but do not include your name in the running head. Please do not use formatting "tricks" to make your paper appear shorter or longer than it actually is. Rather, concentrate on writing a high-quality paper and expressing ideas clearly and concisely. You are required to follow a given format and to keep within limits because this makes the process easier and fair for all concerned. The quality of your work is the primary determinant of your grade.

Article Critique: A Critical Analysis #1 due **24 January** and #2 due **5 March** at the *beginning of the lectures (i.e. 1:00 pm – any later and late penalties incur)*. **Hard copies AND Electronic copies are required.** Late assignments are penalized by 5% per day. Papers submitted later than the beginning of the lecture are considered a day late and weekend days count, as well. The exact papers to be critiqued will be assigned in class.

An article critique is a critical analysis and critique of the assigned papers. The assignment is to be written in a scholarly, academic format. At your option, you may co-author the assignments with a classmate; in this event, both students will receive the same grade.

In your paper, discuss whether or not the article you are reviewing is a good piece of research. Critique the scientific merit of the paper. What can we learn from this article? What were the major research findings and the implications for the "real" world? Consulting additional research report writing books might be of value for those of you who are not familiar with writing critiques and critical analysis papers (Girden & Kabacoff, 2011, might be of value here). The paper should not exceed 4 to 5 pages of text (i.e., approximately 7 with title and reference pages); again, 12-point Times New Roman Font, typed, double-spaced, with one inch margins. For more information regarding article critiques, consult the intranet webpage.

Girden, E.R., & Kabacoff, R. (2011). *Evaluating research articles from start to finish (3rd ed.)*. Thousand Oaks, CA: Sage.

Midterm and Final Exams:

Format: The midterm test and final exam will consist primarily or entirely of multiple choice questions. Questions may be designed to test not only a surface understanding of concepts learned in class, but also a deeper understanding and the ability to apply those concepts. These may also include short answer or essay-style questions.

A mid-term exam will occur on **14 Feb** and a final test (not cumulative; from midterm onward) will take place during the final exam period (**April 9-24**) and the date will be set by the Registrar's Office. These exams will cover material from the classes as well as assigned readings. Class attendance is critical for good performance in this course.

In Class Quizzes:

Students are expected to read assigned articles and chapters as the course progresses as well as attend classes. The quiz component of the grade is meant to facilitate these two goals. These will typically take the form of short quizzes that usually address the readings but may also include lecture content. Typically, there will be a quiz during every class.

Release of Grades:

Grades are not released over email or telephone. Do not send email to the Instructor or Teaching Aide regarding "when will the grades be posted?" We endeavour to complete the grading as quickly as possible. Regarding the Final Exam: grades will not be posted prior to the end of the examination period (i.e., per Policy 46, Appendix A end of Dec).

8.0 POLICY REGARDING ILLNESS OR ACCOMMODATION*

Students are entitled to a rescheduling of tests or an extension of deadlines for legitimate medical or compassionate reasons or based on religious grounds. However, **it is the student's responsibility** to inform the instructor *prior* to the test, to arrange a timely make-up, and to provide acceptable documentation to support a medical, compassionate, or religious claim. Students who were ill who contact the instructor *after* the exam has been written will generally NOT be granted a make-up exam unless the illness incapacitated them - making it impossible for the student to contact the professor at the time of the test. This requires formal documentation for the period of non-contact.

The student must provide an *official illness certificate* on appropriate letterhead from their physician/clergy person/therapist/etc. which states that, due to medical/religious/extreme circumstance reasons, it was **impossible** for the student to write the exam at the scheduled time (e.g., "severe" or "moderate" category on the Health Services Verification

of Illness form). **A NOTE SCRIBBLED ON A PRESCRIPTION PAD IS NOT AN ACCEPTABLE MEDICAL CERTIFICATE.** Telephone calls from a health care provider is also not acceptable to warrant a missed examination. Paper documentation is required. A non UW-Health Services note must contain the same information that is available on the UW Health Services Illness Verification form. Take this form with you if you are attending an external clinic:

http://info.uwaterloo.ca/infoheal/_StudentMedicalClinic/VIF.html

If you feel that you have a medical or personal problem that is interfering with your work or has the possibility to interfere with your work (e.g., chronic, recurring stress-induced migraines, medication that is impeding studying), you should contact your instructor and the Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered (from the University of Waterloo website: If a student completes an exam while ill, the grade stands). The student must write a make-up exam. The make-up exam may differ in format from the original exam. Additional accommodation information is available at:

http://www.registrar.uwaterloo.ca/students/accom_illness.html

Exam Regulations are available at:

<http://www.registrar.uwaterloo.ca/exams/ExamRegs.pdf>

Note: Make-up tests may be scheduled on Fridays from 11:30AM-2:30 PM. Alternatively, make-up tests may be held with the final exam (either before or after) or with a final exam in another course or in another term.

9.0 OTHER IMPORTANT ACADEMIC INFORMATION

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage for more information](#).

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome’s University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome’s University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

10.0 EXAM PROCEDURES & OTHER INFORMATION

- * Photo identification is necessary for examinations.
- * Absolutely no cellular telephones, headphones, or other electronic devices are permitted on your desk during examinations. These devices are turned off during class and during the exams.
- * Baseball caps should not be worn during examinations or worn backward; eyes must be visible.
- * Do not communicate with anyone during the examinations except invigilators or the course instructor.
- * Bags, books, and coats must be under desks or off to the sides; aisles must be kept clear.
- * If you have an **official** final exam conflict (2 exams at the same time), you must inform the instructor at least a week prior to the exam.
- * Note that vacation plans are ***NOT*** a valid request for examination accommodation.
- * No ancillary assignment requests will be granted; that is, students who are dissatisfied with their grades will not be given an extra assignment (e.g., an essay) to increase their grades.
- * “Visitors” must be approved by the instructor in advance & should observe silently.
- * If you are requesting an accommodation through the Office for Persons with Disabilities, please ask for this accommodation at the beginning of the term.
- * A religious request accommodation must be made within 1 week of the announcement of a test.
- * Students who are dissatisfied with their academic achievement are *strongly* encouraged to seek advice from a study skills counsellor through the Student Success Office (**519 888-4567, Ext. 84410**), the teaching aides, or the instructor ***prior*** to their next exam.
- * If you bring coffee, drinks, muffins, & other food to class, please dispose of empty cups, tins, wrappers, crumbs, etc. outside of the classroom. Please help keep the classroom neat & clean!
- * Audio/Videotaping of lectures is prohibited.

11.0 Research Experience Marks - Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study, Dependent and independent variables, Expected results, References for at least two related research articles, Provisions to ensure confidentiality of data, Contact information of the researcher should the student have further questions about the study, & Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

*** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.***

More information about the REG program is available at:

[REG Participants' Homepage](#)

Option 2: Article Review as an alternative to participation in research Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must: **Be submitted before the last day of lectures. Late submissions will NOT be accepted under ANY circumstances,** Be typed, Fully identify the title, author(s), source and date of the article. A copy of the article must be attached, Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible, Clearly evaluate the application or treatment of those concepts in the article, & Keep a copy of your review in the unlikely event we misplace the original.

Student Computer Contract

Below are policies that will regulate student use of computers in the classroom during lecture (Psych 318). These rules have been designed to keep our computer and classroom functioning at the highest of standards. In order to be permitted to use computers and other such devices, please read the following and sign below.

I will not access, download, or distribute any materials or access any website that is unrelated to the course content during the lecture while I am in the classroom.

I will not use a computer or like device for inappropriate purposes. Inappropriate purposes include (but are not limited to) such non-course-related activities as “surfing” internet websites (e.g., facebook, twitter), reading and/or writing personal email, or audio/video recording of the lectures. The computer will be used for two expressed purposes: (1) taking notes (in lieu of paper-and-pencil note-taking) and (2) accessing course slides via the intranet “Learn” course website.

- **Students must abide by their signed contracts.**
- **The use of the computer is a privilege, not a right.**
- **If this contract is broken, the student will be ejected from the remainder of that class, and the student’s privilege to use a computer (or like device) during lectures will be revoked.**

I have read the “Student Computer Contract” above. By signing below, I fully agree with and understand the content of this contract. If I breach any rules, I understand my privilege to use a computer or similar device during the lectures will be revoked.

Signed: _____

Student ID # : _____

Student (Print Name): _____

Date:

Professor: _____

Date:

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Signed: _____

Student ID # : _____

Student (Print Name): _____

Date:

Professor: _____

Date:

Reading List – Psychology 318

- Article Critique #1 (Due January 24):** Austin, A. & Goodman, R. (2017) The impact of social connectedness and internalized transphobic stigma on self-esteem among Transgender and Gender Non-Conforming adults. *Journal of Homosexuality*, 64(6), 825–841. <http://dx.doi.org/10.1080/00918369.2016.1236587>
- Article Critique #2 (Due March 5):** Ahrendt, A., Sprankle, E., Kuka, A., & McPherson, K. (2017). Staff member reactions to same-gender, resident-to-resident sexual behavior within long-term care facilities. *Journal of Homosexuality*, 64(11), 1502–1518. <http://dx.doi.org/10.1080/00918369.2016.1247533>
- Muñoz, V., Nadal, K., Davidson, J., Perry, J.R., & Singh, A. (2014). *Answers to your questions about transgender people, gender identity, and gender expression* (2nd ed). Washington, DC: American Psychological Association. <http://www.apa.org/topics/lgbt/transgender.pdf>
- Schneider, M., Bockting, W.O., Ehrbar, R.D., Lawrence, A.A., Rachlin, K.L., & Zucker, K.J. (2006). *Answers to your questions about individuals with intersex conditions*. Washington, DC: American Psychological Association. <http://www.apa.org/topics/lgbt/intersex.pdf>
- LGBT Concerns Committee, American Psychological Association (APA) (2008). *Answers to your questions for a better understanding of sexual orientation & homosexuality*. Washington, DC: American Psychological Association. <http://www.apa.org/topics/lgbt/orientation.pdf>
- Webb, A., Matsuno, E., Budge, S., Krishnan, M., & Balsam, K. (n.d. 2017). *Non-binary gender identities*. Washington, DC: American Psychological Association. <http://www.apadivisions.org/division-44/resources/advocacy/non-binary-facts.pdf>
- Hunter, S. (2005). Concepts, identities, and terms. [Chapter 1] *Midlife and older LGBT adults: Knowledge and affirmative practice for the social services*, (pp. 23-34), Binghamton, NY: Haworth.
- Drescher, J. (2012). What's in your closet? Chapter 1 In P. Levounis, J. Drescher, & M.E. Barber (Eds.). *The LGBT casebook* (pp. 3-15). Washington, DC: American Psychiatric Publishing.
- Nelson, E.D. (2010). Biological, psychological, and social-psychological perspectives. [Chapter 2] *Gender in Canada* (4th ed.), (pp. 38-69). Toronto: Pearson.
- Mazur, T., Gardner, M., Cook, A.M., & Sandberg, D.E. (2016). Disorders of sexual development (DSD): Definitions, syndromes, and differentiation from transsexualism Chapter 13 In R. Ettner, S. Monstrey & E. Coleman (Eds.). *Principles of transgender medicine and surgery*, (pp. 222-249). NY: Routledge.
- Liao, L.-M. (2007). Toward a clinical-psychological approach to address the heterosexual concerns of intersexed women. Chapter 18 In V. Clarke & E. Peel (Eds.). *Out in Psychology: Lesbian, gay, bisexual, trans and queer perspectives* (pp. 391-408) West Sussex, England: Wiley.
- Zucker, K. (2006). Gender identity and intersexuality. In S.E. Sytsma (Ed.), *Ethics and intersex* (pp. 165-181). The Netherlands: Springer.
- Glicksman, E. (2013, April). Transgender today. *APA Monitor*, 44(4), 36. <http://www.apa.org/monitor/2013/04/transgender.aspx>
- Mizock, L., Mougianis, E., & Meier, C. (n.d.) *Gender diversity and transgender identity in adolescents*. Washington, DC: American Psychological Association. <http://www.apadivisions.org/division-44/resources/advocacy/transgender-adolescents.pdf>
- Carabez, R., Pellegrini, M., Mankovitz, A., Eliason, M., & Scott, M. (2015). Does your organization use gender inclusive forms? Nurses' confusion about trans* terminology. *Journal of Clinical Nursing*, 24, 3306-3317.
- De Vries, A.L.C., & Cohen-Kettenis, P. T. (2016). Gender dysphoria in children and adolescents. Chapter 11 In R. Ettner, S. Monstrey & E. Coleman (Eds.). *Principles of transgender medicine and surgery*, (pp. 180-209). NY: Routledge
- Meier, C., & Harris, J. (n.d.). *Gender diversity and transgender identity in children*. Washington, DC: American Psychological Association. <http://www.apadivisions.org/division-44/resources/advocacy/transgender-children.pdf>

Sanchez, F., & Vilain, E. (2013). Transgender identities: Research and controversies (Chapter 4). In C.J. Patterson & A.R. D'Augelli (Eds.). *Handbook of psychology and sexual orientation*, (pp. 42-54). NY: Oxford University Press.

Bockting, W., & Coleman, E. (2016). Developmental stages of the transgender coming-out process: Toward an integrated identity. Chapter 8 In R. Ettner, S. Monstrey & E. Coleman (Eds.). *Principles of transgender medicine and surgery*, (pp. 137-158). NY: Routledge

Alford-Harkey, M., & Haffner, D.W. (2014). *Bisexuality* (pp. 18-21, 25-26) Westport, CT: Religious Institute.

Ellis, L. (1996). Theories of homosexuality. In R. Savin-Williams and K. Cohen (Eds.), *The lives of lesbians, gays, and bisexuals*. (pp. 11-34). NY: Harcourt-Brace.

Cohen, K.M., & Savin-Williams, R.C. (2012). Coming out to self and others: Developmental milestones. Chapter 2 In P. Levounis, J. Drescher, & M.E. Barber (Eds.). *The LGBT casebook* (pp. 17-32). Washington, DC: American Psychiatric Publishing.

Igartua, K. (2012). Identity problem. Doctor, am I gay? Identity problems associated with homoeroticism. Chapter 22 In P. Levounis, J. Drescher, & M.E. Barber (Eds.). *The LGBT casebook* (pp. 255-263). Washington, DC: American Psychiatric Publishing.

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