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# Student Perceptions of Heterosexual Bias in Doctoral Level Psychology Programs

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## Abstract

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## Degree Type

Thesis

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STUDENT PERCEPTIONS OF HETEROSEXUAL BIAS IN DOCTORAL LEVEL  
PSYCHOLOGY PROGRAMS

A THESIS

SUBMITTED TO THE FACULTY

OF

SCHOOL OF PROFESSIONAL PSYCHOLOGY

PACIFIC UNIVERSITY

FOREST GROVE, OREGON

BY

BRAD WALTER LARSEN

IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE DEGREE

OF

MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY

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APPROVED: \_\_\_\_\_

Jon Frew Ph.D., ABPP

## Abstract

Doctoral level psychology students ( $N = 170$ ) at six Northwestern United States universities were surveyed regarding experiences of perceived heterosexual bias and discrimination in their graduate programs. Instances of bias, discrimination, or both were reported in the following areas: (a) textbooks and other course materials, (b) instructor comments, (c) colleague interactions, (d) and course content. Students were also asked about support for research about sexual minorities and the presence of out faculty. Specific examples are detailed, repercussions discussed, and future directions are suggested.

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## INTRODUCTION

Historically, the mental health profession in general has conceptualized sexual minorities as mentally ill or sexually and morally perverted and either in need of long term psychological treatment or otherwise irreparable. Homosexuality was formally classified as a mental disorder by the American Psychiatric Association (APA) in 1952 when it published the first edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) (Krajeski, 1996). From that moment forward, homosexuals were clinically diagnosed as mentally ill with the full support of the APA.

At about this time at University of California at Los Angeles, Evelyn Hooker was developing a friendship with one of her graduate students, who identified as gay. He introduced her to his social circle, which included gay men, all of whom were happy, emotionally healthy and successful. Intrigued by the stark contrast between the clinical case studies of gay men and the gay men she met, she set out to do some research of her own. She matched 30 homosexual men with 30 heterosexual men for age, IQ, and education and conducted a series of assessments and then had experts in the field interpret the results. Hooker concluded that homosexuality as a clinical entity did not exist and forms homosexuality are as varied as are those of heterosexuality and if anything, homosexuality may be a deviation in sexual pattern which is within the normal range, psychologically (Hooker, 1957). It is worth noting that prior to Hooker's research, all research on homosexuals focused on individuals already under psychiatric treatment;

no one had ever conducted research on a homosexual population that was not already in therapy, a mental hospital or in the disciplinary barracks of the armed services (Spiegel, 2002).

While much research like Hooker's were argument enough for changing the APA's position on the pathology of homosexuality, even members of the APA who identified as homosexual believed that homosexuality was a mental illness. These members gathered at informal meetings during annual APA conventions and even dubbed themselves the "GayPA," yet did not question the pathology of homosexuality, even among themselves.

By the early 1960s, Dr. Irving Beaver, an analyst in New York City who became interested in the controversy around homosexuality during his clinical work with World War II soldiers, began doing research on homosexual behavior. Beaver surveyed 77 doctors who were seeing gay male patients and concluded that homosexuality was an outcome of over protective mothers and detached rejecting fathers (1962). After the publication of his research a veritable flurry of research articles proclaimed definitive answers to the causes for, conditions of and cures for homosexuality.

In 1968, Oliver and Mosher compared the MMPI profiles of incarcerated male heterosexuals and homosexual "insertees" and "inserters" in order to explore possible differences between these groups in profile patterns and degree of psychopathology. In addition, differences among the three groups on a measure of three aspects of guilt were examined. Oliver and Mosher, among other conclusions, found that the "inserters" displayed more psychopathology than the "insertees." They found that "at least within a

population of youthful reformatory inmates, homosexuals do give more evidence of psychopathology than do heterosexuals" (p. 329).

In contradiction to Oliver & Mosher (1968), Deluca (1966) found that homosexuality does not constitute a homogeneous syndrome, but rather that the structure of the homosexual's personality may vary in some systematic fashion based solely on the individuals' sexual role as an "inserter" or "insertee." And yet, their hypothesis that homosexuality as a clinical entity does not exist and homosexuals are not more pathological than normals was fully supported by the results.

Gay rights activists were determined to put an end to debate and have homosexuality declassified as a clinical disease and thus staunchly refuted Beaver (1962) and Oliver & Mosher (1968) and to make their case heralded researchers such as Hooker (1957). In 1970 the APA held its annual convention in San Francisco and gay rights advocacy groups decided to infiltrate and protest the conference. What ensued was a dramatic series of events during which the protesters attempted to break up the convention and demanded the APA remove homosexuality as a clinical diagnosis from the DSM.

Just two years later, Siegelman (1972) studied the adjustment of lesbian women and found similar outcomes to Hooker's research. That same year, in the final report of the National Institute of Mental Health task force on homosexuality, Hooker found:

Homosexuality presents a major problem for our society largely because of the amount of injustice and suffering entailed in it not only for the homosexual but also for those concerned about him...Homosexual individuals can be found in all walks of life, at all socioeconomic levels, among all cultural groups within American society, and in rural as well as urban areas. Contrary to the frequently held notion that all homosexuals are alike, they are in fact very heterogeneous. (National Institute of Mental Health, 1972, p.2)

A growing volume of research supportive of homosexuals, along with fervent protest from gay advocacy groups, influenced the American Psychiatric Association to remove homosexuality as a diagnosis from the DSM-II (Hooker, 1993).

## STATEMENT OF THE PROBLEM

Since the American Psychiatric Association depathologized homosexuality, individuals who identify as sexual minorities have become far more accepted and generally less pathologized by mental health practitioners. Though discrimination and bias manifest in ways not as overt as they once did, subtle manifestations of discrimination exist and have a negative impact on sexual minorities for mental health professionals and clients (Massey & Walfish, 2001). Since the APA declassified homosexuality as a mental illness over three decades ago and removed reference to mental disorders resulting from sexual orientation in the DSM two decades ago, it has generally become a reflection of a clinician's personal bias or academic ignorance to consider sexual minorities to be mentally ill based on sexual orientation alone. Yet the field of psychology continues to contend with a subtle form of discrimination against sexual minorities; heterosexism.

An all encompassing definition of heterosexism is elusive, however most available definitions are similar to the two that follow: "heterosexual bias is defined as a belief system that values heterosexuality as superior to or more 'natural' than homosexuality" (Morin, 1977, p. 630) or "heterosexism is the assumption that everyone is heterosexual, or that being straight is normal or better; the system of advantages bestowed on heterosexuals and the consequent disadvantages experienced by LGBT people" (Christiansen, 2007). In contrast to homophobia, heterosexism refers to the

discrimination that occurs when heterosexuality is considered normal and an individual is first assumed to be heterosexual. For example, when a gay man who is wearing a ring on his finger is regularly asked about his wife, though his partner is a male. Generally, when individuals make heterosexist assumptions, it is not with the intent of discriminating against anyone.

In addition to mental health needs common to most individuals, sexual minorities seek out mental health support for coming out of the closet, familial conflicts related to sexual orientation and gender, couples therapy, and behavioral prevention and/or management of sexually transmitted diseases, to name a few. Cochran (2001) reported the relative struggle for lesbian, gay and bisexual (LGB) people to seek mental health services within systems that may not adequately address their needs and the lack of empirical research on appropriate therapeutic interventions for LGB people. Ortiz and Scott (1994) reported that specific examples of heterosexism that prevent sexual minorities from gaining access to adequate mental health services have not been systematically researched or challenged. Niolon (1998) references racially appropriate therapeutic interventions as the foundation for his argument that interventions appropriate for sexual minorities should also continue to be researched and developed.

Since heterosexism influences the services available to sexual minorities, the issue of heterosexism must be addressed during the training of professional psychologists. When it comes to training the psychological professional, the unique mental health needs of sexual minorities can no longer be a single chapter in a survey course and the lack of appropriate training and intervention models for clinicians working with sexual minorities can no longer be ignored. The American Psychological

Association guidelines for accreditation include the following decree, “respect for and understanding of cultural and individual diversity is reflected in the program’s policies for the recruitment, retention, and development of faculty and students, and in its curriculum and field placements” (Guidelines and Principles for Accreditation, 2006). Educational institutions responsible for training culturally competent mental health professionals have an ethical duty to provide appropriate training for working with sexual minorities in research and clinical settings (Guidelines and Principles for Accreditation). Because psychology training programs will influence the attitudes and biases of the professionals of tomorrow, attention to the clinical and research needs of sexual minority clients and educational experience of sexual minority students must begin at the training level.

This research will focus on the experience of doctoral psychology graduate students, both heterosexually identified and sexual minorities, and their experience of heterosexism in their graduate program. By addressing heterosexism at the training level, heterosexism experienced by clients and clinicians alike at the practice level can continue to be mitigated.



## LITERATURE REVIEW

The literature that focuses on the research previously conducted about issues of sexuality and graduate level psychology education will be reviewed. The literature includes research on heterosexual students working with sexual minorities; the experiences of self identified sexual minority faculty members in psychology programs; and sexual minority students managing heterosexism and homophobia in their programs.

As early as 1977, Thompson and Fishburn began examining the opinions of graduate level counseling students in regards to the root cause of homosexuality and how these perceptions might impact student clinicians and clients. The results showed conflicting attitudes and indecision about the etiology of homosexuality, but generally positive attitudes towards the mental health of homosexuals. Incidentally, Thompson and Fishburn were among many researchers who pointed out the fact that the literature available at the time, which mostly studied gay men in prison, considered to be sex offenders, was a source of misunderstanding about the general LGBT population.

It is often an easy leap to attribute this maladjustment directly to homosexual orientation rather than perceiving the anxiety as a part of the individual's interpersonal dynamics. By the same logic, why, when a heterosexual manifests similar presenting symptoms, does not the counselor attribute the maladjustment to the client's heterosexuality? (Thompson & Fishburn, 1977, p. 124)

It is worth noting that this study is three decades old, but nonetheless provides a benchmark from which to measure the progression of attitudes among graduate students in mental health in the present day.

Pioneers in the arena of heterosexual bias in psychology, Glenn and Russell (1986) pointed to the need for educational institutions to address the issue of heterosexism among mental health trainees over two decades ago. Glenn and Russell examined heterosexual bias among masters level counselor trainees at Ohio State University. Participants of this study were presented with one of three audio recordings of an intake interview that varied only by the identified female client's partner's gender as male, female or ambiguous (as indicated by the partner's name: Doug, Diane or Chris respectively). After listening to the recording, the student counselors were asked to fill out a series of questionnaires. Their results revealed heterosexual assumptions among the counselor trainees especially when presented with the ambiguous variable. When a woman's partner is referred to as Chris, these authors found it was the clinicians' inclination to assume the relationship is of a heterosexual nature. In a similarly designed study a few years prior, Rosenthal (1982) found that the degree of conformity of the client significantly influenced the clinical assessment of the participants.

More recently, Liddle (1995) made the distinction between a clinician's attitudes towards sexual minorities as a group and an individual client who happens to be a sexual minority. Liddle surveyed graduate level psychology students who self identified as heterosexual and had completed at least one semester of practicum training. The students were asked to imagine that they worked in a counseling center and that a client had been referred to them by an intake counselor. Half of the students in each data collection session received referral notes from the intake counselor mentioning that the client was heterosexual; the other half received notes mentioning that she was lesbian. The results of the survey did not show any significant heterosexual bias in that the students did not

show statistically significant disparate regard for the heterosexual client over the lesbian client. "It may be that recent increased attention to gay and lesbian issues in counselor training has successfully altered the antigay attitudes so prevalent in the early research in this area" (Liddle, p. 5). The conclusion this author makes may not be so far off the mark and in fact supports a general development of attitudes towards sexual minorities within the training field, especially when compared with Thompson & Fishburn (1977). While attitudes of overt discrimination may be changing according to Liddle, other authors point to a need to address issues of implicit heterosexism.

The American Psychological Association Division 44 (American Psychological Association, Division 44/Committee on Lesbian, Gay and Bisexual Concerns Joint Task Force, 2000) and the Ethical principles of psychologists and code of conduct (APA, 2002) outline the ethical responsibilities of clinicians to address personal beliefs, addressing heterosexual bias in research and clinical training and practice. The Guidelines for psychotherapy with lesbian, gay, and bisexual clients (American Psychological Association, Division 44/Committee on Lesbian, Gay and Bisexual Concerns Joint Task Force, 2000) sets forth the following imperatives:

Guideline 1. Psychologists understand that homosexuality and bisexuality are not indicative of mental illness.

Guideline 2. Psychologists are encouraged to recognize how their attitudes and knowledge about lesbian, gay, and bisexual issues may be relevant to assessment and treatment and seek consultation or make appropriate referrals when indicated.

Guideline 3. Psychologists strive to understand the ways in which social stigmatization (i.e., prejudice, discrimination, and violence) poses risks to the mental health and well-being of lesbian, gay, and bisexual clients.

Guideline 4. Psychologists strive to understand how inaccurate or prejudicial views of homosexuality or bisexuality may affect the client's presentation in treatment and the therapeutic process. ([www.apa.org/pi/lgbc/guidelines.html](http://www.apa.org/pi/lgbc/guidelines.html))

As mentioned above, clinicians who do consider homosexuality and bisexuality to be indicative of mental illness are displaying their own clinical ignorance. Regardless, implementing the latter three imperatives become sequentially more challenging for clinicians in training and even in practice. There is no endpoint of competence for these imperatives; the clinician is expected to continually strive to realize them in his or her professional life. What is more, the student clinician is expected to recognize how heterosexual bias can impact relationships with colleagues, peers, faculty and mentors, without necessarily having the resources or training.

McFadden (2004) researched the psychologists' preparation for working with and treating clients who identify as sexual minorities by measuring how much training clinicians were receiving for working with this population. Her conclusion was that inclusion of material relevant to sexual minorities is on the rise in text books and course content, but students in general do not feel prepared to work with sexual minorities.

Heterosexual bias can impact sexual minority faculty, not just students. Liddle, Kunkel, Kick, and Hauenstein, (1998) asked self identified gay, lesbian, and bisexual graduate faculty in psychology related fields about their experience of being an out faculty at their institution. Out faculty members identified both positive and negative aspects to their identity at their institution, however it seems the positive aspects are more figural for them. In addition these researchers noted that the faculty experiences were both internally and externally mediated. This research provided more support for a development of attitudes towards sexual minorities from the mental health field. These

authors reported that the openness of faculty in any given program will influence the experience of LGB students in a positive direction. Additionally, open faculty will have a positive impact on clinical training, and recruitment of sexually diverse students.

While much of the early research on heterosexism focused on clinician's attitudes towards sexual minority clients, in the last two decades research has focused on heterosexism experienced by sexual minority clinicians. Niolon (1998) conducted in depth interviews with nine self identified sexual minority clinical psychology graduate students in order to understand gay and lesbian developmental tasks and how they were dealing with prejudice present in their programs. Niolon specifically asked about participants' views on training, therapy, and research in regard to their own sexual orientation. He also refers to questions of disclosure and the evolution of the profession. Each of Niolon's participants reported concerns about their sexual minority status in graduate school and the potential repercussions coming out of the closet would entail. Regardless, all participants agreed that remaining in the closet while in graduate school carried numerous "emotionally hazardous risks" (p.1) Niolon reported that, "seven subjects recalled experiencing some form of discrimination in their interactions with students and faculty, both in and out of the classroom" (p.1). The personal nature of Niolon's research is particularly stirring.

To find out how sexual minority graduate psychology students are coping with heterosexism, Walfish (2001) studied the coping strategies of LGB and other minority students. Walfish recommends that LGB graduate students be out as comfortably possible and cited the following as important supportive factors: coming out, peer support, reading, and mentors. Walfish is more instructive and directive than empirically based

and offers insight for navigating professional organizations, coursework, and internship and practicum sites as a sexual minority.

In 2006, the American Psychological Association of Graduate Students published a resource guide for LGBT graduate students in psychology. This 90 page manual includes articles about assessing the climate of a program, therapist self disclosure specifically regarding sexuality, social support, confronting discrimination, and personal perspectives written by self identified LGB students. The introduction relates that LGB graduate students felt that “a manual to help us navigate the complex issues faced as LGBT graduate students (e.g., finding guidance and support for our interests, our LGBT-related experiences, and ways in which we choose to express ourselves) was sorely needed” (American Psychological Association of Graduate Students, Committee on Lesbian, Gay, Bisexual, and Transgender Concerns, 2006). The very existence of this document highlights the unique challenges faced by sexual minority graduate students in heterosexist psychology programs.

If the onus is to be put on training programs to address heterosexism, it is important for researchers and practitioners to offer viable recommendations. Biaggio, Orchard, Larson, Petrino, and Mihara (2003) reviewed affirmative educational practices in graduate psychology programs. They identified fostering an affirmative environment, addressing the institutional climate and support and insisting on education about sexual minority issues as important factors in reducing heterosexism and developing a truly inclusive organizational culture. These researchers further identified a relationship between the institutional climate and the quality of the education. These authors also reviewed the accreditation standards and looked at support for faculty and students and

identified recommendations for improving climate including affirming diversity, utilizing a panel of qualified individuals to review institutional material and to further consider diversity in hiring practices. They conclude that, "it is incumbent on programs to be welcoming and facilitative of GLB students because these individuals may be especially well informed about and qualified to provide affirmative psychological services to GLB clients" (Biaggio et al.).

Sue (1995) suggests that agencies strive to become what he called "multicultural organizations." He indicates that multicultural organizations value diversity rather than simply tolerating it. Additionally, Sue notes that members of multicultural organizations work to develop a multicultural vision for the agency. The first step that Sue recommends for an agency committed to transforming itself into a multicultural organization is to conduct an internal audit of its current multicultural status. Integral to the multicultural organization is the level of inherent value placed upon sexual minorities within an organization.

In an attempt to measure the presence of heterosexism in graduate psychology programs, Pilkington & Cantor (1996) published an article about Student's Perceptions of Heterosexual Bias in Professional Psychology Programs. In 1992, these researchers surveyed 167 graduate student affiliates of APA Division 44 (The Society for the Psychological Study of Lesbian, Gay and Bisexual issues). Students were asked to identify examples of heterosexual bias in text books, interactions with faculty and other students, and within their clinical training environments. Additionally, these students were asked about course content that applied specifically to LGB populations. The surveyed students identified many examples of heterosexual bias that included warnings

of adverse career consequences by faculty, difficulty finding supervisors with whom to do research, class discussions of curing homosexuality and text examples that discussed pathologizing and diagnosing gays, lesbians, or homosexuality. Pilkington & Cantor shared many verbatim responses from students about the heterosexism they had witnessed or experienced. As a result of their research, the American Psychological Association of Graduate Students (APAGS) established a Committee on Lesbian, Gay, and Bisexual Concerns (CLGBC) to develop strategies to identify and meet the needs of this population. Pilkington & Cantor indicated that future research might focus on the strategies used by institutions that were identified as affirmative of sexual minority students.



## PURPOSE OF THE STUDY

Pilkington & Cantor (1996) measured student's perceptions of heterosexual bias in graduate psychology programs over a decade ago and found many relevant examples of heterosexual bias. Over the course of the last decade many advancements have been made in the awareness of diversity issues in graduate level psychology training including new classes dedicated to specific diversity issues, contributions to the literature of theoretical frameworks of addressing diversity and a sensitivity to the experiences of minority graduate psychology students. This study was intended to take a snap shot of student's perceptions of heterosexual bias over a decade after Pilkington & Cantor published their findings in 1996.

## METHOD

Pilkington and Cantor surveyed student affiliates of the APA Division 44 (The Society for the Psychological Study of Lesbian, Gay and Bisexual issues). By the time this research was proposed, Division 44 no longer allowed recruitment of their membership for research; therefore this study was modified to survey graduate psychology students from a cluster of schools in the Pacific Northwest.

### Participants

Prior to the data collection, approval was obtained from Pacific University's Internal Review Board (IRB) via the expedited review process for the purposes of protection of the rights of the human subjects involved in the project. On March 1<sup>st</sup>, 2007 a link to an online survey was emailed to 593 doctoral level psychology students from six Northwestern United States universities (University of Oregon, Pacific University, George Fox University, Washington State University, University of Washington and University of Montana). A reminder email was sent two weeks later. In addition, a demographics survey was sent to an identified faculty member to collect demographic information about the student body at each institution.

### Measure

A survey was created by combining and modifying portions of two surveys used by Pilkington & Cantor (1996) and McFadden (2004). The questions taken from Pilkington & Cantor were done so with the permission from the authors to copy questions

verbatim. The questions modified from McFadden were done so without explicit permission from the author as many attempts to contact the author were unsuccessful.

The survey was administered online using Survey Monkey. Students were asked to read an informed consent online and click “continue” to indicate their agreement with informed consent. Students were allowed to skip any or all questions which they did not wish to answer and were welcome to discontinue the survey at any time. At the end students were invited to contact the researcher for the outcomes of the research.

Below is an outline of survey content; first the content from Pilkington & Cantor followed by the content from McFadden.

*Survey Content from Pilkington & Cantor*

Students were asked questions about heterosexism in four domains: textbooks and other written course material, statements made by instructors, other forms of bias or discrimination, and inclusion of sexual orientation issues in course curricula. Below are detailed descriptions of the survey content in each domain. The full content of the survey used by Pilkington & Cantor (1996) can be found in Appendix A.

*Textbooks and other written course material*

The survey provided space for students to report up to four occurrences of written material that they perceived as anti-lesbian, anti-gay, or heterosexually biased. For each one, students were asked for a brief description, the course in which it appeared, and when possible, a specific citation. Students were also asked whether they had made an overt response to the passage and, if so, whether they (a) raised their concern during class, (b) raised their concern privately with the instructor, (c) raised their concern

privately with other students, or (d) any combination of these responses. If they responded to the passage in some other way, they were asked to describe that response.

Next, students were asked whether the instructor responded to the passage and, if so, whether he or she (a) refuted the passage, (b) endorsed the passage, (c) invited class discussion, (d) responded in another manner, or (e) any combination of these responses.

Finally, participants were asked whether other students in their class responded to the passage and, if so, whether they (a) generally supported the passage, (b) generally refuted the passage, or (c) discussed the topic without a clear resolution.

#### *Statements made by instructors*

Students were asked to report any instructor statements that they found offensive. The survey provided space to report up to four instances. For each, students were asked for a brief description and the course in which it occurred. Students were also asked whether they responded to the statement and, if so, whether they (a) raised their concern during class, (b) raised their concern privately with the instructor, (c) raised their concern privately with other students, or (d) any combination of these responses. If they responded to the statement in some other way, they were asked to describe that response. If the student brought the statement to the attention of the professor (either during the class or afterward), the student was asked whether the instructor reacted by (a) defending the statement further, (b) retracting or qualifying the statement, (c) inviting class discussion, (d) making some other response, or (e) any combination of these responses. Finally, students were asked whether other class members responded to the instructor's statement and, if so, whether the class (a) generally supported the statement, (b) generally refuted the statement, or (c) discussed the topic without a clear resolution.

### *Other forms of bias or discrimination*

Participants were asked whether they had experienced any other instances of heterosexual bias or sexual orientation discrimination within their programs. Students were asked whether they had ever been discouraged from pursuing lesbian, gay, or bisexual research topics and, if so, to describe the experience or experiences.

### *Inclusion of sexual orientation issues in course curricula*

Students were asked to report the extent to which sexual orientation issues were included in courses in seven content areas. Students were asked to complete a checklist of relevant issues covered in those courses.

### *Survey Content from McFadden*

The remainder of the survey used in the present research was adapted from McFadden (2004) and the exact survey questions are available in Appendix B.

### *General Heterosexual Bias*

Students were asked to describe (in open ended format) any instances of heterosexual bias or sexual orientation discrimination in their practica/internship, teaching assistantships and or interactions with faculty and/or administration. Students were then asked to describe any other instances of heterosexual bias or sexual orientation discrimination within their program not already covered.

### *Research*

Students were asked if they had ever been discouraged from pursuing lesbian, gay, or bisexual research topics.

### *Faculty*

Students were asked if there were any faculty members with expertise in the sexual minority domain. Students were asked if there were any faculty members who openly identify as sexual minorities.

*Student Experience*

Students were asked about their level of comfort as a person of their sexual orientation in their doctoral program. Heterosexual students were asked if they thought sexual minority students would be comfortable in their doctoral program. If students knew of sexual minority students in their program they were asked if they thought those students would be comfortable. Students who identified as sexual minorities were asked if they were comfortable in their program. And students were asked if they were encouraged to explore their own personal biases with regard to sexual minority clients during coursework and/or clinical training in their doctoral program.

## RESULTS

The results will be listed in three sections including student demographics, institutional demographics and survey responses.

### Student Demographics

Of 593 students eligible to participate, 38 males (22.3%), 127 females (74.7%), and 5 individuals who did not select a gender (2.9%) completed the survey online for a total of 170 students and a response rate of 28.7%. Table 1 shows the response rates per institution by gender.

Table 1

*Response Rates*

Institution	Females %	Males %
University of Oregon	5 (2.9%)	1 (0.6%)
Pacific University	86 (50.6%)	21 (12.4%)
George Fox University	18 (10.6%)	14 (8.2%)
University of Washington	10 (5.9%)	1 (0.6%)
Washington State University	1 (0.6%)	0 (0.0%)
University of Montana	5 (2.9%)	1 (0.6%)
Other <sup>a</sup>	3 (1.8%)	0 (0.0%)

<sup>a</sup> Three students (1.8%) did not select an institution

<sup>b</sup> Five students (2.9%) did not select an institution or a gender

The average age of the students was 29-years-old with the youngest being 21-years-old and the oldest being 60-years-old. Students were asked to freely describe their racial or ethnic identity on the survey. The exact responses were left intact though there were many overlapping descriptions as listed in Table 2.

Table 2

*Race/ethnicity*

Race/ethnicity	Number (%)
African American	1 (0.6%)
Asian American	1 (0.6%)
Biracial	2 (1.2%)
Caucasian	93 (54.7%)
Caucasian/American Indian	2 (1.2%)
Caucasian/European Descent	4 (2.4%)
Caucasian/Hispanic	1 (0.6%)
European American	4 (2.4%)
First Generation American	1 (0.6%)
French/Caucasian	1 (0.6%)
Iranian	1 (0.6%)
Irish	1 (0.6%)
Italian/Palestinian	1 (0.6%)
Multi-Racial	2 (1.2%)
No Response	10 (5.9%)
Pacific Islander	1 (0.6%)
Pacific Islander/Caucasian	1 (0.6%)
White	42 (24.7%)
White with some freckles, American?	1 (0.6%)

In regard to sexual orientation, students were presented with all of the identification options as listed in Table 3 in random order. It is notable that students



appeared to choose Heterosexual over Straight more than 2 to 1 and similarly, 4 students chose Gay while 0 chose Homosexual.

Table 3

*Sexual Orientation*

Sexual Orientation	Number (%)
Bisexual	14 (8.5%)
Gay	4 (2.4%)
Heterosexual	98 (59.4%)
Homosexual	0 (0.0%)
Lesbian	1 (0.6%)
No Response	1 (0.6%)
Queer	1 (0.6%)
Questioning	1 (0.6%)
Straight	45 (27.2%)

Table 4 shows the student population by year in graduate program.

Table 4

*Year in Graduate Program*

Year	Number (%)
1 <sup>st</sup> Year	32 (18.8%)
1 <sup>st</sup> Year (Advanced Standing)	2 (1.2%)
2 <sup>nd</sup> Year	49 (28.8%)
2 <sup>nd</sup> Year (Advanced Standing)	1 (0.6%)
3 <sup>rd</sup> Year	25 (14.7%)
3 <sup>rd</sup> Year Advanced Standing)	1 (0.6%)
4 <sup>th</sup> Year	23 (13.5%)
5 <sup>th</sup> Year	16 (9.4%)
Internship	14 (8.2%)
Dissertation Before Residency	1 (0.6%)
No Response	6 (3.5%)

Students had the option of endorsing more than one theoretical orientation or not responding at all. There were 79 endorsements for Cognitive Behavioral, 10 endorsements for Feminist, 26 endorsements, 18 endorsements for Existential, and 35 endorsements Psychodynamic/Psychoanalytic for theoretical orientation.

Twenty-three students (13.5%) reported being in a PhD program, 140 students (82.4%) reported being in a PsyD program, and 7 students (4.1%) declined to report in which degree program they were.

#### Institutional Demographics

Of the 6 institutions surveyed, 4 (66.6%) identified as located in an urban setting, 1 (16.7%) identified as located in a rural setting and one (16.7%) did not respond. Two institutions (33.3%) stated their training model to be Scientist-Practitioner, 2 institutions (33.3%) stated their training model to be Practitioner-Scholar, 1 institution (16.7%) stated their training model to be Clinical Scientist, and 1 institution (16.7%) did not respond to this question.

On average the student body of each institution was made up of 72.4% female students and 27.6% male students. On average, 69.4% of the student body identified as Caucasian.

#### Survey Responses

##### *Examples of Student's Perceptions of Heterosexual Bias in Textbooks and Other Written Course Material*

Twenty-seven heterosexually biased textbook references, text on clinical forms or text used with assessment tools were identified by 27 students (15.9%). Six students (3.5%) denied evidence of heterosexual bias in textbooks and other written course

material. One hundred and thirty-seven students (80.6%) did not report any examples of heterosexual bias. Of the students who did report examples of heterosexual bias, 12 (44.4%) raised their concerns in class, 3 (11.1%) chose to raise their concerns privately with other students, and 12 (44.4%) reported an alternative including not having an overt concern, the issue was raised by a colleague first, or the professor raised concerns first. The types of examples raised by students fell into seven categories. See Table 5.

Table 5  
*Examples of Student's Perceptions of Heterosexual Bias in Textbooks and Other  
 Written Course Material<sup>a</sup>*

Response Category	Example
Assessment (3 Total Examples)	MMPI-2 The Masculine-Feminine scale is pretty anti-gay and anti-lesbian and tends to promote socially dictated gender role stereotypes. We have learned to disregard or minimize the scale, but it remains there. (Respondent 394895207)
	Don't know if this is appropriate here, but I administered a practice WAIS to a friend of mine who is a lesbian. She was extremely triggered by the question in the comprehension section regarding why states require marriage licenses. (Respondent 388024324)
Gender (1 Total Example)	A textbook indicated that girls who preferred to play sports and were 'tom boys' were much more inclined to become lesbians. Textbook was in Psychology of Women class. (Respondent 386882175)
No Evidence (6 Total Examples)	None, sexual orientation did not come up in many of my classes. the texts that addressed these issues took a balanced, unbiased approach. (Respondent 394727781)
	You really need to think about who is going to fill out your survey before you ask questions, consider reviewing Dillman (2002). (Respondent 394295371)
	I have never encountered literature that I perceived as 'anti-lesbian, antigay, or heterosexually biased.' An explanation of what you mean by 'anti' would be helpful here. (Respondent 394006242)

Table 5 (con't)

*Examples of Student's Perceptions of Heterosexual Bias in Textbooks and Other  
Written Course Material<sup>a</sup>*

Response Category	Example
Omission (15 Total Examples)	<p>Intervention I and II class materials made virtually no mention of special considerations when working with LGBTQ clients nor did materials for Basic Clinical and Counseling Skills, or Intro to Diagnosis and Treatment Planning. These particular courses, given how basic and broad they were, seem like they should have addressed this. (Respondent 386841881)</p> <p>I felt that Basic clinical and counseling skills was very heterosexually biased, as they mainly taught us about erotic transference being 'normal' between a man and woman client and therapist. (Respondent 386974423)</p> <p>My couples and family therapy class did emphasize the treatment of heterosexual couples in the text because, frankly, that is still the majority. (Respondent 393987096)</p>
Pathologizing of Homosexuality (8 Total Examples)	<p>I recently attended a grand rounds presentation, which presented a case conceptualization of a gay male client who was diagnosed with major depressive disorder and Asperger's disorder. The written material was the PowerPoint slides. The presentation excluded the consideration of how this client's sexual orientation may exacerbate his clinical issues with attaching and trusting new friends, and how his own identity formation may affect his global functioning. Rather, most of the therapeutic attention was on his diagnosis of Asperger's disorder. I felt this neglected an important part of his clinical presentation and contributed to the generally cultural push of homophobia to silence LGBTQ issues. (Respondent 394295225)</p> <p>The author of a book used in my Intervention I class discussed a client being seen in therapy to get rid of his homosexual impulses/attractions...basically it seemed like the therapist was trying to 'cure' the client of being gay. The author praised his own success at eliminating the client's homosexual feelings through his therapeutic techniques. (Respondent 388051199)</p>
Research (1 Total Example)	<p>I wrote a paper regarding gender identity disorder in my Cognitive Developmental class. I came across several papers written by Bradley and Zuckerman that were highly heterosexually biased, indicating that children experiencing wants to be or act as the other gender as a problem that can be 'fixed' in therapy by increasing time with a same-sex parent or engaging more in conventional social roles. I found this stance to be quite disturbing as this type of therapy most likely traumatizes the child. (Respondent 387198273)</p>

<sup>a</sup> All responses are presented exactly as entered by survey participants

*Examples of Student's Perceptions of Heterosexual Bias in Statements Made by  
Instructors*

Twenty-two statements made by instructors found to be heterosexually biased were identified by 21 students (12.4%). One student (0.6%) reported that comments from professors were generally "homosexist." One hundred and forty-eight students (87.1%) did not report any examples of heterosexual bias in statements made by instructors. Of students who identified statements made by instructors found to be heterosexually biased one student (4%) raised concern about the comment with the instructor privately, 7 students (32%) raised their concern about the statements privately with other students, 4 students (18%) raised their concern in class and 3 of these students reported that the instructor defended the statement. The remaining 5 students (23%) reported that they did not raise their concern even if they were upset by the statement. The types of examples raised by students fell into nine categories. See Table 6.

Table 6

*Examples of Student's Perceptions of Heterosexual Bias in Statements Made by Instructors<sup>a</sup>*

Response Category	Example
Couples (5 Total Examples)	In my experience, most times that instructors talk about couples, they use 'he and she' pronouns, implying that couples consist of a male and a female. (Respondent 386856956)  When talking about couples work, professors almost always imply it is a heterosexual client. (Respondent 387521613)  discussion of couple therapy as marital therapy (Respondent 387573230)  Discussing couples therapy exclusively in the context of a male/female relationship (Respondent 391416255)

Table 6 (con't)

*Examples of Student's Perceptions of Heterosexual Bias in Statements Made by Instructors<sup>a</sup>*

Response Category	Example
Omission (5 Total Examples)	<p>The heterosexism I have experienced has not been overt, but rather has been due to the omission of consideration of LGBTQ clients in the vast majority of class curricula. (Respondent 386841881)</p> <p>Heterosexism was evidenced by the lack of attention to the possibility of LGBT issues (Respondent 389756848)</p> <p>Discussing intake interviews in a basic counseling skills course. Assumption of heterosexual orientation in examples given for intake questions. (Respondent 398808607)</p>
Student as Expert (1 Total Example)	<p>It was not a specific statement - but in one of my classes, a student openly discussed his experience of being bisexual, and, afterward, the professor singled the student out by asking his opinion 'as a bisexual male' whenever sexuality was discussed. (Respondent 393684592)</p>
Research (2 Total Examples)	<p>"I don't think it is necessary to include a partnered option on a demographic questionnaire for a student's dissertation as long as we put another option." (Respondent 387198273)</p> <p>In my child and adolescent interventions course the professor presented (verbally and on PowerPoint) information which indicated that children are healthiest when raised by both parents. I asked if that meant a mother and a father or was it same sex parents. Professor said a mother and a father and said there was no information available that she knew of regarding same sex parents. (Respondent 394036292)</p>
Pathologizing Homosexuality (1 Total Example)	<p>1. Homosexuality is sinful 2. Homosexuality is pathological (Respondent 395596853)</p>
Language (3 Total Responses)	<p>A psychologist that was a guest speaker in our Business of Psychology class told a story in which he referred to a man's behavior that he thought was cowardly as 'so gay.' (Respondent 387136665)</p> <p>General example: Certain professors not using inclusive language(e.g. referring to people's 'husbands' and 'wives' rather than partners). (Respondent 386940802)</p>

Table 6 (con't)

*Examples of Student's Perceptions of Heterosexual Bias in Statements Made by Instructors<sup>a</sup>*

Response Category	Example
Indifference (3 Total Examples)	'i don't deal with that in this kind of therapy' --in my psychodynamics course regarding same sex couples dynamics as related to how relationships with parents affect the same-sex couple dynamic. (Respondent 386926415)  This was said to more than one student therapist upon presenting a client who identified as bi-sexual. The supervisor basically stated that there was no such thing as bi-sexuality it was just that the person was mixed up. (Respondent 387240124)
Gender (1 Total Example)	just generally assuming gender based on observable characteristics, which doesn't allow for how some individuals identify. it's a common assumption and most people don't even notice it. (Respondent 386945759)
Supervision (1 Total Example)	The instructor for basic clinical & counseling skills recited an anecdote wherein she confronted a heterosexual student under her supervision. The student was due to see a lesbian client for the first time and the supervisor insisted that the student clinician talk with her regarding his feelings about the client's sexuality. There was no evidence that the student may have any such issues, but the heterosexist assumption was that the sexuality issue was so prevalent that he surely must have feelings about the client's lesbianism. (Respondent 389873105)

<sup>a</sup> All responses are presented exactly as entered by survey participants

*Examples of Student's Perceptions of Heterosexual Bias in Interactions with Other Students*

Thirty-four interactions with other students found to be heterosexually biased and/or discriminatory based on sexual orientation were identified by 32 students (18.8%). One hundred and thirty-eight students (81.2%) did not report any examples of heterosexual bias based on sexual orientation in interactions with peers. Of the students who did report examples interactions with other students found to be heterosexually

biased and/or discriminatory based on sexual orientation, 10 students (31.3%) students raised their concern immediately with the student, 8 students (25.0%) raised their concern privately with other students, the remaining 14 students (43.7%) reported either saying or doing nothing, talking about the interaction with a partner or talking about the interaction with a faculty member. The types of examples raised by students fell into seven categories. See Table 7.

Table 7

*Examples of Student's Perceptions of Heterosexual Bias in Interactions with Other Students<sup>a</sup>*

Response Category	Example
Assumptions of Heterosexuality (5 Total Examples)	<p>In casual conversations w/ a few fellow-students, when discussing relationship history, there is a general assumption of only having been in heterosexual relationships. For example, people tend to ask me about previous girlfriends and never ask about the policy of previous boyfriends. (Respondent 393860865)</p> <p>In casual conversations w/ a few fellow-students, when discussing relationship history, there is a general assumption of only having been in heterosexual relationships. For example, people tend to ask me about previous girlfriends and never ask about the policy of previous boyfriends. (Respondent 393860865)</p>
Assumptions of Homosexuality (1 Total Example)	<p>Based on appearance and dress student commented, 'Come on he has to be gay' jokingly. (Respondent 387167461)</p>



Table 7 (con't)

*Examples of Student's Perceptions of Heterosexual Bias in Interactions with Other Students<sup>a</sup>*

Response Category	Example
Morality (12 Total Examples)	<p>I was told that homosexuality is wrong and it is immoral. I felt insulted that I was essentially told that I am an immoral person for being gay. (Respondent 394034094)</p> <p>They did not say derogatory things, just expressed that they do not agree with those lifestyles. (Respondent 386914802)</p> <p>The only thing I can think of is people saying that homosexuality is a sin and something they could not work with therapeutically...no one has been unable to work with homosexuals on other issues. (Respondent 394916487)</p>
Ignorance (5 Total Examples)	<p>"What, did you run out of guys to date?" when I was asked why I was dating someone of the same sex. (Respondent 386926415)</p> <p>Kind of, comparing the gay marriage struggle to interracial marriage struggle, by not acknowledging that that interracial marriage had it easier because at least one member was in the priveleged group. (Respondent 387573230)</p>
Pathologizing Homosexuality (3 Total Examples)	<p>Individual believed homosexuality was explained due to early developmental pathology from an analytic perspective. (Respondent 393998602)</p> <p>A student described a client's partner as bi, and went on to say that having a bi partner was more troublesome to the client than if the client had a 'normal' partner. (Respondent 386856956)</p>
Poking Fun (6 Total Examples)	<p>I have heard students speculating about other people's sexual orientations and basically making fun of LGB individuals. (Respondent 387185146)</p> <p>I have heard perjorative statements like 'you are gay' or 'fag' that was much more commonplace 1st semester of 1st year than it is now. (Respondent 387198273)</p>
Reorientation Therapy (2 Total Examples)	<p>Homosexual individual in the program went to therapy to try to become heterosexual. (Respondent 393998602)</p> <p>Discussion of 're-orientation' therapy. (Respondent 398808607)</p>

<sup>a</sup> All responses are presented exactly as entered by survey participants

### *Inclusion of Gay and Lesbian Topics in Course Curricula*

The inclusion of LGBTQ issues in individual course syllabi and or class content is summarized in Appendix D. Overall, coverage of sexual orientation issues was most prevalent in core coursework, especially in Basic Clinical & Counseling Skills. These data show a moderate increase of coverage when compared to earlier surveys of graduate psychology coursework covering sexual orientation issues (e.g., Pilkington & Cantor, 1996).

### *Other examples of heterosexual bias*

When asked if they have experienced any other instances of heterosexual bias or sexual orientation discrimination in their practica/internship, teaching assistantships and/or interactions with faculty and/or administration, 29 students (17.1%) responded yes and provided further explanation in Appendix E, 21 students (12.4%) responded no and four of these provided further explanation in Appendix E, and one hundred and twenty students (70.5%) did not respond to this question.

When asked if they have experienced any other instances of heterosexual bias or sexual orientation discrimination within their program, 72 students (42.4%) responded “no,” 16 students (9.4%) responded “yes” with further explanation in Appendix F, and 82 students (48.2%) did not respond.

When asked if they ever been discouraged from pursuing lesbian, gay, or bisexual research topics, 5 students (2.9%) responded “yes” with further explanation in table 8, 93 students (54.7%) responded “no” with any further explanation in table 9, and 72 students (42.4%) did not respond.

Table 8

*Open Ended Responses from Students Who Endorsed Being Discouraged from Pursuing Lesbian, Gay, or Bisexual Research Topics<sup>a</sup>*

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394034094	I was initially going to do my dissertation research on whether or not 'de-gayification' programs work, but I was not supported in this idea.
387996471	In my experience it seems as though any addressing of sexuality in general is discouraged, albeit in a silent and passive way.
397262973	yes, but because of the methodology, not the topic.
386974423	yes, I was interested in researching HIV/AIDS affected families, which may or may not include collecting data on lesbian, gay or bisexual populations. I approached a few different professors and was discouraged because it wasn't within their areas of expertise.
396725942	Yes. I have been under the perception that there were no research supervisors who have that as their 'research area'.

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<sup>a</sup> All responses are presented exactly as entered by survey participants

Table 9

*Open Ended Responses from Students Who Denied Being Discouraged from Pursuing Lesbian, Gay, or Bisexual Research Topics<sup>a</sup>*

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386967631	No (in fact, I believe that it is encouraged given the current emphasis on inclusion of diversity)
387240124	No, but I am aware of others who have.
387198273	No, but if I did pursue these topics I know I would have difficulty finding someone to advise me on a thesis or dissertation, as I have seen other students in the program pursue such topics and have found it hard to find someone interested/informed.
391416255	No, but not encouraged either.
394750724	No, it is encouraged for those interested
394636747	no, not at all
387175086	Not actively discouraged, but definitely not encouraged.

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<sup>a</sup> All responses are presented exactly as entered by survey participants

When asked if they were comfortable as a person of their sexual orientation in their program, 2 students (1.2%) responded “no”, 4 students (2.4%) offered an open ended response in Table 10, 114 students (67.1%) responded “yes” and 50 students (29.4%) did not respond.

Table 10

*Open Ended Responses About Feeling Comfortable with One's Own Sexual Orientation in One's Program<sup>a</sup>*

386856956	for the most part
386926415	somewhat, though i do restrict personal information as needed within certain groups in this program.
387122089	Depending on the situation, I feel more or less comfortable disclosing my orientation, or discussing it with peers or during class
387909256	somewhat

<sup>a</sup> All responses are presented exactly as entered by survey participants

When heterosexual students were asked if they think that LGBTQ students would be comfortable in their doctoral program, 19 students (11.2%) responded “no,” 58 students (34.1%) responded “yes,” and 29 students (17.1%) gave an open ended response in Table 11. Twelve students (7.1%) responded “I am not heterosexual,” and 52 (30.6%) students did not respond.

Table 11

*Open Ended Responses From Students Who Identify as Heterosexual About If LGBTQ Students Would Be Comfortable In Their Doctoral Program<sup>a</sup>*

386875556	I am unsure
386907949	I'm not sure
386938505	Depends on the person.
386943163	I would hope so, and hope they would speak to me if I did anything to make them uncomfortable.
386944566	I'm not sure. Some are out and some arent. The program doesnt seem to encourage difference from the norm in any fashion.
386945759	depends on the individual
387136665	I'm not sure
387149799	not sure
387165165	they might be comfortable but frustrated
387167461	I'm not sure
387185146	I have heard of students in my cohort not being comfortable, but more recent classes seem to be a little bit more open to diversity.

Table 11 (con't)

*Open Ended Responses From Students Who Identify as Heterosexual*

*About If LGBTQ Students Would Be Comfortable In Their Doctoral*

*Program<sup>a</sup>*

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387825249	I think they may feel comfortable at times and uncomfotable at times.
388023904	I am not sure, but I hope so.
388024324	I am not sure. Diversity is mentioned but I am not always sure how well it is integrated across the board..
393680095	More so than any other program
393684592	I think they would be uncomfortable at times and in certain situations, like discussing their own sexuality, but overall LGBTQ students would feel comfortable in the program
393754130	highly variable by person
393994551	For the most part - I think there may be some classes/professors that would make LGBTQ students uncomfortable.
393998602	Unsure
394006242	Depends on the individual.
394159249	Probably, maybe concern regarding religion classes
394360903	not sure. there is one or two students in my program right now who are homosexual, but I don't know their comfort level. doesn't seem to be discriminitory, but...
394727781	My school program is very loving and accepting of people in general. however, [my school] is a Christian school and that could lead to feelings of discomfort for some people
395010534	Probably, but that depends on the person to a degree. However, I find the students and faculty to be accepting and loving to all our students.
395906760	At this point, I haven't met any LGBTQ students, or if I have have not been aware of it
396773190	Probably, but it largely depends on how comfortable he or she is with himself or herself.

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<sup>a</sup> All responses are presented exactly as entered by survey participants

When asked if they know any LGBTQ students in their program, 23 students (13.5%) responded "No, I don't know LGBTQ student(s) in my program," 16 students (9.4%) responded "Yes, I know LGBTQ student(s) in my program and I don't think they are comfortable," 64 students (37.6%) responded "Yes, I know LGBTQ student(s) in my

program and I think they are comfortable,” 14 students (8.2%) gave an open ended response in Table 12, and 53 students (31.2%) did not respond.

Table 12

*Open Ended Responses from Students Who Know LGBTQ Students in Their Program About If They Think Those Students Are Comfortable Being Part of Their Doctoral Program<sup>a</sup>*

383901670	I do know LGBTQ students, but do not feel comfortable making presumptions about how they feel or think about the program.
386845211	I know students that I think are LGBTQ and they aren't out
386945759	yes, i have known LGBTQ in the program and their comfort levels have varied
386974423	Yes, I know LGBTQ students in my program and I think they are comfortable MOST of the time. However, I think some coursework or professors may not show enough concern or sensitivity to this populatio
387136665	Yes, I know LGBTQ students in my program and I regret to have to admit that I'm not sure if they are comfortable
387165165	i do know lgbtq students in my program and i think they are comfortable but frustrated
387240124	Yes, I know LGBTQ students and I don't think they are completely comfortable in our program.
387286812	Yes, I know LGBTQ students but I am unsure of whether they are comfortable
387484113	Yes, I know LGBTQ students in my program and I dont know if they are comfortable.
387996471	I think that some people are comfortable with the program and their sexuality, while others may have varying degrees of comfort with this.
388063564	Yes, I know LGBTQ students and I don't know if they are comfortable
389873105	There are students who I think are LGBTQ (they haven't disclosed and I haven't pried) and they seem comfortable in the program.
393684592	yes, I know LGBTQ students and I think they are comfortable overall, but occasionally feel uncomfortable with some professors or in some courses
393994551	Yes, I know LGBTQ students - some are comfortable, some are not.
394360903	yes, but don't know comfort level

<sup>a</sup>All responses are presented exactly as entered by survey participants

When LGBTQ students were asked if they were comfortable being part of their program, 10 students (5.9%) responded “Yes,” 1 student (0.6%) responded, “no,” 4 students (2.4%) gave an open ended response as seen in table 13, 100 students (58.8%) responded, “I am not an LGBTQ student,” and 55 students (32.4%) did not respond.

Table 13

*Open Ended Responses from LGBTQ Students About Feeling Comfortable in Their Program<sup>a</sup>*

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386856956	for the most part
386926415	somewhat, though i do restrict personal information as needed within certain groups in this program.
387909256	somewhat comfortable
394036292	For the most part I am. Just a few people are heterosexist not the program as a whole.

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<sup>a</sup>All responses are presented exactly as entered by survey participants

When asked if there any faculty members in their program whose area(s) of expertise includes LGBTQ issues. 47 students (27.6%) responded “no,” 40 students (23.5%) responded “yes,” 32 students (18.8%) responded with an open ended response in Table 14, and 51 students (30.0%) did not respond.

Table 14

*Open Ended Responses About Faculty Expertise in LGBTQ Issues<sup>a</sup>*

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386842279	I don't know
386845211	I don't know
386875556	I don't know
386900635	Unsure
386907949	Not sure
386945759	i don't know
387122089	Adjunct faculty have expertise in this area
387136665	I'm not sure
387167461	Yes, but is part-time faculty and not there year round
387181802	There used to be
387183199	I don't know
387185146	I'm not sure at the moment. There used to be.

Table 14 (con't)

*Open Ended Responses About Faculty Expertise in LGBTQ Issues<sup>a</sup>*

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387240124	I'm not sure as I'm no longer taking classes, but the one instructor I knew of who was quit 2-3 yrs. ago as far as I know due to conflicts in the Univ. system and higher up administration
387286812	Not known
387298054	d/k
387441031	I don't know.
387478022	I'm not sure
387521613	there are adjunct, but no core that I know of
387808803	I don't know
387884365	I'm not sure
387909256	Adjunct
388023904	not sure
388037976	I don't know.
389873105	I am not aware of any that specialize
393680095	Unsure
393684592	there are faculty members who expertise is in diversity, but not specifically in LGBTQ issues
393860865	When I first entered the program, there was 1 faculty member who included LGBTQ issues as her specialty. She is no longer with the program.
393994551	No core faculty, but some adjunct - there was one core professor when I began the program.
394464392	Not that I am aware of
394636747	No but in one class we did bring in a lesbian psychologist who represents these issues for the APA. She was very helpful and informative
394727781	no full time staff are LGBT but we have had several guest speakers and lecturers who were
394916487	dont know

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<sup>a</sup> All responses are presented exactly as entered by survey participants

When asked if there are any openly lesbian, gay, bisexual, transgender, or questioning faculty members in your program, 70 students (41.2%) responded "no," 22 students (12.9%) responded "yes," 28 students (16.5%) responded with open ended response in Table 15, and 50 students (29.4%) did not respond.



Table 15

*Open Ended Responses About Open LGBTQ Faculty<sup>a</sup>*

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386842279	Not anymore, that I'm aware of.
386845211	I don't think so
386851621	don't know- still don't know many of the professors.
386856956	i think there is one faculty member, but i'm not sure that person is out
386907949	Not that I know of but I'm new to the school.
386913434	Unsure
386943163	I don't know
386945759	i don't know much about the faculty
386967631	There was the year I interviewed.
387122089	Adjunct faculty have been open regarding being LGBTQ
387136665	I'm not sure
387183199	I don't know
387240124	Not that I'm aware of right now the person I mentioned above was openly lesbian.
387441031	I don't know.
387478022	I don't think so, if there are they are not open about it
387484113	Yes- however I am aware of only one faculty member and it does not seem to be widely known by the student population
387808803	I don't know
387884365	Not sure
387996471	Not that I know of.
388023904	not sure
388024324	don't know
388037976	I don't know.
388051199	I'm not sure.
389873105	I am not aware of any
393680095	Unsure
394295371	Not sure
394750724	I have enver asked
395906760	Not that I know of

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<sup>a</sup> All responses are presented exactly as entered by survey participants

When asked if they are encouraged to explore personal biases with regard to LGBTQ clients during their coursework and/or clinical training in their doctoral program, 20 students (11.8%) responded “no,” 79 students (46.5%) responded “yes,” 21 students

(12.4%) responded with open ended response in table 16, and 50 students (29.4%) did not respond.

Table 16

*Open Ended Responses About Being Encouraged to Explore Personal Biases with Regard to LGBTQ Clients During Coursework and/or Clinical Training<sup>a</sup>*

383901670	I don't think that we are encouraged to explore, as I believe there is an assumption that we would not be biased.
386842279	I would imagine, if I had a client who was LGBTQ
386856956	in certain classes such as the diversity class
386907949	Not yet but hopefully in the Diversity class, we will.
386938505	Some classes encourage it.
386940802	depends on supervisor
386944566	Only during diversity training
386945759	unclear at this point in program
387136665	Yes, in our Human Diversity class
387181802	with some professors
387286812	Kind of, but really only in specific classes (i.e., diversity class)
387441031	Not yet.
387484113	I was encouraged to explore in my diversity class but not in others (not because explicitly discouraged but because the dialogue isnt initiated by faculty/supervisors.
387778040	I am encouraged to explore my countertransference, which may include biases regarding LGBTQ clients
387825249	I think so, I'm not sure that this opportunity has come up given my limited interactions with LGBTQ clients
388063564	somewhat in a general way
388127037	not LGBTQ clients specifically, but biases generally
393994551	Only in courses specifically addressing these issues - not so far in clinical training.
394030594	Not really
397262973	not biases, but transference issues
398592793	I haven't had a desire to do this, but I'm sure I could explore these comfortably.

<sup>a</sup> All responses are presented exactly as entered by survey participants

## DISCUSSION

### Comments on Findings

Based on the data reported in tables 1 thru 4, 98 students (57.1%) who completed the survey identified as Caucasian, heterosexual, and female; a majority of these indicated they were in their 2<sup>nd</sup> year of graduate study. A logical assumption to make is that having a majority of Caucasian, heterosexual females over a mix of other participants in this study would reveal more sympathy for sexual minorities, given previous research such as Whitley & AEgisdottir (2000). However, Korfhage (2006) found that gender is not a predictor of negative attitudes of graduate psychology students toward gay men and lesbians. Therefore, the data collected can be considered to generally reflect the experiences of all students, regardless of gender.

Twenty-one students (12.4%) identified as sexual minorities. In contrast to Pilkington & Cantor (1996), this study asked for all students, not just those who identify as sexual minorities, to report on perceived examples of heterosexism in their programs. While all of the identified sexual minority students offered examples of heterosexism in their programs, in this survey I was able to collect examples from heterosexual students and in addition hear from students who observe no evidence of heterosexism in their program. Surveying all students has highlighted misunderstandings of the construct of heterosexism and differing perspectives on the manifestations of heterosexism. For

example, many students who reported no evidence of heterosexism in their programs also reported that LGBT issues were rarely, if ever raised in classes.

Nearly 155 instances of heterosexism were reported overall. While deciphering prevalence of heterosexism in doctoral psychology programs based on these data is a challenge, one thing is certain: heterosexism is present in graduate level psychology programs. The question becomes at what point is action necessary when responding to heterosexism? If only a handful of students report heterosexual bias, is this enough to motivate change in a program? Statistically, there are very few sexual minorities in doctoral level psychology programs. Given this, addressing heterosexism at an organizational level will never arise because of an affected majority. Without the voices of the few in the minority who are willing to speak up about heterosexism, students and faculty will continue to believe that heterosexism is non-existent.

In contradiction to Pilkington & Cantor's (1996) findings, it appears that issues of sexual orientation, when addressed, are generally done so with an attempt at inclusion rather than exclusion. Generational differences among faculty members, diverse religious or philosophical backgrounds, and personal beliefs about the origins of sexuality and the morality of sexuality continue to influence how sexual minorities are treated in doctoral level psychology programs, but there is clear movement toward inclusion.

Perceptions of heterosexual bias in text books and other class materials were found by 27 students. Students identified assessment tools that are socially and culturally outdated such as the MMPI-2 and the WAIS. Students identified many examples of texts that simply did not address the unique needs of LGBT clients. One student reported an example of a case presentation which appeared to over pathologize the client without

considering the impact of his sexuality on his social and intrapersonal development. Instructors are still using texts that pathologize sexual and gender minorities. One student reported, "I came across several papers written by Bradley and Zuckerman that were highly heterosexually biased, indicating that children experiencing wants to be or acting as the other gender [*sic*] can be 'fixed' in therapy by increasing time with a same-sex parent or engaging more in conventional social roles" (Respondent 387198273). Another student reported,

The author of a book used in my Intervention I class discussed a client being seen in therapy to get rid of his homosexual impulses/attractions...basically it seemed like the therapist was trying to 'cure' the client of being gay. The author praised his own success at eliminating the client's homosexual feelings through his therapeutic techniques. (Respondent 388051199)

These examples make a case for discarding texts that are outdated and pejorative. Instructors and administrators need to see issues of diversity as integral parts of class curricula and clinical training rather than a focus of one class period or the last paragraph in a chapter.

Some responses from students made clear that students are not sure about the definition of heterosexism. For example, student indicated that "sexual orientation did not come up in many of my classes" (Respondent 394727781), as evidence that heterosexism does not exist in his/her program. This student missed the point that heterosexism includes the absence of any conversation about sexual minorities. Sexual orientation is one of many clinical factors that should not be given more focus than other factors; nonetheless, classes that cover theory, research and practice should in one way or another refer to factors that effect minority groups, including sexual minorities. This research found examples of overall lack of awareness of heterosexual privilege combined with a

low level of indifference or resistance to attending to heterosexism. One student's report that "if anything, they [professor comments] are homophobic" (Respondent 393987096), by definition this would indicate that this student feels professors generally assume that all people identify as a sexual minority unless proven otherwise and gives privilege to same sex couples.

#### Limitations

The design of this survey and the collection method used to conduct this research had many flaws. Because the questions required graduate students to recall detailed text citations, interactions with professors and students, etc., completing this survey thoroughly was time consuming and potentially frustrating for the participant. As a result, it is possible that there are more examples of heterosexual bias and/or more detail to the examples provided by the students. Two students who responded to the survey made veiled attempts to answer the first few questions and then entered running commentary about the design and bias of the survey. Both students referred to the survey as "a witch hunt." While the professionalism of these students might be questioned, they do in fact raise very good points about survey design and consideration of the target population of the survey. This survey seeks to identify examples of heterosexual bias; the assumption is made that heterosexual bias exists without first making any case for it and without simply defining it. As previously mentioned, the original survey conducted by Pilkington & Cantor (1996) was administered to self identified sexual minority student affiliate members of APA Division 44, while this survey was open to all students in six doctoral psychology programs. For this reason, this survey probably could appear unfairly biased

in favor of sexual minorities who are probably more sensitive to heterosexual bias on a day to day basis.

The link to the survey was sent to a faculty at each institution whom had previously agreed to forward the survey on to students in their program. As a result, there was no way assure that the survey actually reached the intended students.

Finally, while designing the survey a definition of heterosexual bias was originally included in the introduction, but was removed at the last minute by request of the institutional review board, based on the reasoning that a definition could potentially bias the responses. Given that many students stated they would have appreciated a definition of heterosexual bias, a response bias seems inevitable either way.

#### Future Directions

It is safe to say that conditions for sexual minority students continue to improve. While overt displays of homophobia are a rare find and sensitivity to heterosexual attitudes increases, what is the next phase of development? The suggestions put forth by Pilkington & Cantor (1996) included that faculty and staff need to work toward the creation of environments that are supportive and safe for lesbian, gay, and bisexual students. By the time Pilkington & Cantor released their findings, "American Psychological Association of Graduate Students (APAGS) established a Committee on Lesbian, Gay, and Bisexual Concerns (CLGBC) to develop strategies to identify and meet the needs of this population" (Pilkington & Cantor, p. 611). Handbooks and online forums were created as a result of their research, all with the intention of supporting sexual minority graduate students. But these actions suggest it is up to sexual minority students to manage their way through a program and respond to instances of

heterosexism. The next step may be that students who do not identify as a sexual minorities, but consider themselves allies of the sexual minority community, can continue to stand up for sexual minorities and speak out against instances of heterosexism.

Korfhage (2005) aimed to improve the current understanding of therapists' self-efficacy beliefs by testing a measure of self-efficacy for counseling skills related to providing ethical treatment to LGB clients and by examining the factors that are related to therapists' self-efficacy beliefs. Future research should continue to attend not only to the presence of heterosexism, but also how heterosexism may be impacting the self efficacy beliefs of both heterosexual and sexual minority identified clinicians.

Overall, this research shows significant progress and improved attitudes toward sexual minority doctoral psychology students. Nonetheless, students and faculty, heterosexual or otherwise, should not be satisfied; rather they should identify further steps which will enhance the understanding, support and inclusion of sexual minorities.



## APPENDIX A

Pilkington & Cantor (1996)

(Based on content from Pilkington & Cantor (1996))

### *Textbooks and other written course material*

The survey provided space for students to report up to four occurrences of written material that they perceived as antilebian, antigay, or heterosexually biased. For each one, respondents were asked for a brief description, the course in which it appeared, and when possible, a specific citation.

Students were also asked whether they had made an overt response to the passage and, if so, whether they:

- (a) raised their concern during class
- (b) raised their concern privately with the instructor
- (c) raised their concern privately with other students
- (d) any combination of these responses.

Next, students were asked whether the instructor responded to the passage and, if so, whether he or she:

- (a) refuted the passage
- (b) endorsed the passage
- (c) invited class discussion
- (d) responded in another manner
- (e) any combination of these responses

Finally, participants were asked whether other students in their class responded to the passage and, if so, whether they:

- (a) generally supported the passage
- (b) generally refuted the passage
- (c) discussed the topic without a clear resolution.

### *Statements made by instructors*

Students were asked to report any instructor statements that they found offensive. The survey provided space to report up to four instances. For each, students were asked for a brief description and the course in which it occurred.

Students were also asked whether they responded to the statement and, if so, whether they:

- (a) raised their concern during class
- (b) raised their concern privately with the instructor
- (c) raised their concern privately with other students
- (d) any combination of these responses

If the student brought the statement to the attention of the professor (either during the class or afterward), the student was asked whether the instructor reacted by:

- (a) defending the statement further
- (b) retracting or qualifying the statement
- (c) inviting class discussion
- (d) making some other response
- (e) any combination of these responses.

Finally, students were asked whether other class members responded to the instructor's statement and, if so, whether the class:

- (a) generally supported the statement
- (b) generally refuted the statement
- (c) discussed the topic without a clear resolution.

#### *Other forms of bias or discrimination.*

Participants were asked whether they had experienced any other instances of heterosexual bias or sexual orientation discrimination within their programs. Students were asked whether they had ever been discouraged from pursuing lesbian, gay, or bisexual research topics and, if so, to describe the experience or experiences

#### *Inclusion of sexual orientation issues in course curricula.*

Students were asked to report the extent to which sexual orientation issues were included in courses in seven content areas. Students were asked to indicate how many courses they completed in each area and to complete a checklist of relevant issues covered in those courses as listed below.

#### Social psychology

- Antigay/antilesbian prejudice and victimization:
- Homophobic attitudes: Psychological correlates
- Antigay/antilesbian prejudice: Attitude change techniques

- Antigay/antilesbian prejudice and victimization:
  - Psychological effects
- Child/developmental psychology
  - Etiology of sexual orientation
  - Coming out process
  - Life span issues in the lives of gays and lesbians
- Personality
  - Assessment of homosexuality
  - Ego-dystonic homosexuality
  - Homosexuality: Psychoanalytic interpretations
  - Internalized homophobia
- Learning theory/behavior therapy
  - Conversion therapy
  - Sex therapy issues with gays and lesbians
- Abnormal psychology
  - Ego-dystonic homosexuality
  - Homosexuality: Psychoanalytic interpretations
  - Pathologizing homosexuality: Negative psychological effects
- Family therapy
  - Parental influences on the psychological wellbeing of gay and lesbian children
  - Gay and lesbian parenting
- Ethics
  - Ethics of conversion therapy
  - Ethical issues in research on gays and lesbians

APPENDIX B

McFadden (2004)

Advanced Doctoral Student Survey

Please provide the following information about your program.

How would you rate your program on sensitivity to lesbian, gay, bisexual, transgender, and questioning (LGBTQ) issues?

Very sensitive      1      2      3      4      5      not sensitive at all

Please place a checkmark next to each of the classes or areas of coursework in your doctoral program in which LGBTQA issues respectively, were integrated into coursework by the professors. For example, these issues might be integrated into a Marriage and Family Therapy course through a discussion of aiding a gay client in coming out to his wife and children after thirty years of marriage.

Introduction to Therapy	L	G	B	T	Q
Assessment/Diagnosis	L	G	B	T	Q
Career Counseling	L	G	B	T	Q
Psychopathology	L	G	B	T	Q
Ethics	L	G	B	T	Q
Marriage/Family Therapy	L	G	B	T	Q
Statistics	L	G	B	T	Q
Research Methodology	L	G	B	T	Q
History/Systems of Psychology	L	G	B	T	Q
Group Therapy	L	G	B	T	Q
Cognitive/Behavioral Therapy	L	G	B	T	Q
Humanistic/Existential Therapy	L	G	B	T	Q
Psychodynamic/Analytic Therapy	L	G	B	T	Q
Feminist Therapy	L	G	B	T	Q

Diversity/Multicultural Issues	L	G	B	T	Q
Supervision/Management	L	G	B	T	Q
Consultation/Education	L	G	B	T	Q
Neuropsychology	L	G	B	T	Q
Child/Adolescent Therapy	L	G	B	T	Q
Developmental Psychology	L	G	B	T	Q
Psychopharmacology	L	G	B	T	Q

Were LGBTQ treatment issues discussed in any other courses in your doctoral program?

No    Yes    If yes, please specify

Did your doctoral program offer a course solely devoted to therapeutic issues with LGBTQ clients?

No            Yes (it was required)            Yes (it was optional)

Were LGBTQA issues covered in readings fro your general/comprehensive examinations for your doctoral program?

No    Yes

How many articles or book chapters would you say you have read on LGBTQA issues in psychotherapy to meet requirements (classes, practicum, etc.) for your doctoral work?

None            A few (3-10)            A lot (10+)

Were they any faculty members in your program whose area(s) of expertise included LGBTQ issues?

No    Yes

Were any faculty members in your program openly lesbian, gay, bisexual, transgender, or questioning?

No    Yes    Comment \_\_\_\_\_

Were you encouraged to explore your personal biases with regard to LGBTQ clients during your coursework and clinical training in your doctoral program?

No    Yes    Comment \_\_\_\_\_

Please check any other sources from which you have gotten information on LGBTQ issues in psychotherapy:

Requirements for bachelor's degree

Requirements for master's degree

Friends/peers in masters or doctoral program

Classes in other departments

Reading articles/books at my own initiative

Attending programs at conferences

Clients in practicum/internship

Supervision in practicum/internship

Other, please specify \_\_\_\_\_

To what extent do you feel your coursework and clinical training has prepared you to work competently with LGBTQ clients?

Not very well      1      2      3      4      5      Very well

How would you describe your contact with the following treatment populations?

Adults	no experience	1	2	3	4	5	specialty
Adolescents	no experience	1	2	3	4	5	specialty
Children	no experience	1	2	3	4	5	specialty
Geriatrics	no experience	1	2	3	4	5	specialty
Women	no experience	1	2	3	4	5	specialty
Men	no experience	1	2	3	4	5	specialty
Lesbians	no experience	1	2	3	4	5	specialty
Gay men	no experience	1	2	3	4	5	specialty
Bisexual women	no experience	1	2	3	4	5	specialty
Bisexual men	no experience	1	2	3	4	5	specialty
Transgendered	no experience	1	2	3	4	5	specialty
Questioning	no experience	1	2	3	4	5	specialty

If concentrations are available in your program, which one did you declare?

How would you describe your theoretical orientation? (check all that apply)

- Cognitive/Behavioral
- Feminist
- Humanistic
- Existential
- Psychodynamic/Psychoanalytic
- Systemic/Contextual
- Other, please describe \_\_\_\_\_

Gender      Female      Male      Transgender (male to female or female to male)

Age \_\_\_\_\_

Please describe your race/ethnicity \_\_\_\_\_

Please describe your sexual orientation \_\_\_\_\_

In your doctoral program, are you comfortable as a person of your sexual orientation?

No    Yes    Comment \_\_\_\_\_

If you are heterosexual, do you think that LGBTQ students would be comfortable in your doctoral program?

No    Yes    Comment \_\_\_\_\_

Do you know any LGBTQ students? If so, do you think they are comfortable being a part of your doctoral program?

No    Yes    Comment \_\_\_\_\_

If you are an LGBTQ student, are you comfortable being a part of your program?

No    Yes    Comment \_\_\_\_\_

## APPENDIX C

### Students' Perceptions of Heterosexual Bias in Professional Psychology Programs:

#### A Survey of Graduate Students

Brad W. Larsen

Please answer the following demographic questions:

1. How would you classify your gender?

Male

Female

Transgender (Male to Female)

Transgender (Female to Male)

Other: (OPEN ENTRY)

2. What is your age?

(OPEN ENTRY)

3. Please describe your sexual orientation

Homosexual

Heterosexual

Bisexual

Straight

Gay

Lesbian

Queer

Other: (OPEN ENTRY)



4. Please describe your race/ethnicity

(OPEN ENTRY)

5. Degree Program

PhD

PsyD

6. Institution

University of Oregon

Pacific University

George Fox University

Washington State University

Idaho State University

University of Montana

University of Washington

7. Year in Program:

1st Year

2nd Year

3rd Year

4th Year

5th Year

Internship

8. How would you describe your theoretical orientation? (Check all that apply)

Cognitive/Behavioral

Feminist

Humanistic

Existential

Psychodynamic/Psychoanalytic

Systemic/Contextual

Other (Please describe)

Please indicate which of these classes or areas of course work in your doctoral program in which LGBTQ issues respectively, were integrated into coursework by the your professors. If you have not yet covered certain coursework, please skip that line.

COURSE	L	G	B	T	Q
Basic Clinical & Counseling Skills	L	G	B	T	Q
Assessment/Diagnosis	L	G	B	T	Q
Psychopathology	L	G	B	T	Q
Ethics	L	G	B	T	Q
Marriage/Family Therapy	L	G	B	T	Q
Statistics	L	G	B	T	Q
Research Methodology	L	G	B	T	Q
History/Systems of Psychology	L	G	B	T	Q
Group Therapy	L	G	B	T	Q
Cognitive/Behavioral Therapy	L	G	B	T	Q
Humanistic/Existential Therapy	L	G	B	T	Q
Psychodynamic/Analytic Therapy	L	G	B	T	Q
Feminist Therapy	L	G	B	T	Q
Diversity/Multicultural Issues	L	G	B	T	Q
Supervision/Management	L	G	B	T	Q
Consultation/Education	L	G	B	T	Q
Neuropsychology	L	G	B	T	Q
Child/Adolescent Therapy	L	G	B	T	Q
Developmental Psychology	L	G	B	T	Q
Psychopharmacology	L	G	B	T	Q

Are LGBTQ treatment issues discussed in any other courses in your doctoral program?

No

Yes

If yes, please elaborate: (OPEN ENTRY)

Does your doctoral program offer a course solely devoted to therapeutic issues with LGBTWQ clients?

No

Yes (required)

Yes (elective)

Please describe an occurrence of written material that you perceived as anti-lesbian, antigay, or heterosexually biased. Include a brief description, the course in which it appeared, and when possible, a specific citation. Then answer the questions that follow each space for an entry. (There will be room for up to four responses)

1-4. (OPEN ENTRY – for description of occurrence)

A. Did you have an overt response to the passage and, if so, did you:

Raise your concern during class

Raise your concern privately with the instructor

Raise your concern privately with other students

I did not raise any concern

Other Response: (Open Entry)

Did the instructor respond to the passage and, if so, did he or she:

Refute the passage

Endorse the passage

Invite class discussion

Respond in another manner

Instructor did not respond

Other Response: (Open Entry)

Did other students in your class respond to the passage and, if so, did they:

- Generally support the passage
- Generally refute the passage
- Discuss the topic without a clear resolution
- Students in my class did not respond

Other Response: (Open Entry)

Please describe up to four instructor statements that you found heterosexist. For each, provide a brief description and the course in which it occurred. Then answer the questions that follow each space for an entry. (There will be room for up to four responses)

1-4. (OPEN ENTRY – for description of instructor statement)

Did you respond to the statement and, if so, did you:

- Raise your concern during class
- Raise your concern privately with the instructor
- Raise your concern privately with other students
- Other Response: (Open Entry)

Did you bring the statement to the attention of the professor (either during the class or afterward) and if so did the instructor react by:

Defending the statement further,

- Retracting or qualifying the statement
- Inviting class discussion,
- Making some other response
- Did not bring the statement to the attention of the professor
- Other Response: (Open Entry)

Did other class members respond to the instructor's statement and, if so, did the class:

- Generally support the statement
- Generally refute the statement
- Discuss the topic without a clear resolution
- Class members did not respond

Other Response: (Open Entry)

Please describe up to four interactions with other students in your program that you found heterosexist. For each, provide a brief description and the context in which it occurred. Then answer the questions that follow each space for an entry. (There will be room for up to four responses)

1-4. (OPEN ENTRY – for description of instructor statement)

Did you respond to the statement and, if so, did you:

Raise your concern immediately with the student

Raise your concern privately with a faculty member or supervisor

Raise your concern privately with other students

Other Response: (Open Entry)

If you did not immediately raise your concern with the individual, did you do say later?

Yes

No

Comment: (Open Entry)

Did other students respond to the student's statement and, if so, did they:

Generally support the statement

Generally refute the statement

Other students did not respond

Other Response: (Open Entry)

Have you experienced any other instances of heterosexual bias or sexual orientation discrimination in your practica/internship, teaching assistantships and or interactions with faculty and/or administration? If yes, please describe the incidences and how you responded to the incident.

No

Yes

Comment: (Open Entry)

Have you experienced any other instances of heterosexual bias or sexual orientation discrimination within your program? If yes, please describe the instance(s).

No

Yes

Comment: (Open Entry)

Have you ever been discouraged from pursuing lesbian, gay, or bisexual research topics? If yes please provide a description. If not, please write "no."

Yes

No

Comment: (Open Entry)

In your doctoral program, are you comfortable as a person of your sexual orientation?

Yes

No

Comment: (Open Entry)

If you are heterosexual, do you think that LGBTQ students would be comfortable in your doctoral program?

Yes

No

I am homosexual

Comment: (Open Entry)

Do you know any LGBTQ students in your program? If so, do you think they are comfortable being a part of your doctoral program?

Yes

No

Comment: (Open Entry)

If you are an LGBTQ student, are you comfortable being part of your program?

Yes

No

I am not an LGBTQ student

Comment: (Open Entry)

Are there any faculty members in your program whose area(s) of expertise include LGBTQ issues?

Yes

No

Comment: (Open Entry)

Are any faculty members in your program openly lesbian, gay, bisexual, transgender, or questioning?

Yes

No

Comment: (Open Entry)

Are you encouraged to explore your personal biases with regard to LGBTQ clients during your coursework and/or clinical training in your doctoral program?

Yes

No

Comment: (Open Entry)

APPENDIX D

Inclusion of LGBTQ Topics In Course Curricula

Course	Coursework Content				
	Lesbian	Gay	Bisexual	Transgender	Queer
Basic Clinical & Counseling Skills	81 (47.6%)	83 (48.8%)	49 (28.8%)	27 (15.9%)	32 (18.8%)
Assessment/Diagnosis	48 (28.2%)	51 (30.0%)	30 (17.6%)	18 (10.6%)	16 (9.4%)
Psychopathology	58 (34.1%)	59 (34.7%)	34 (20.0%)	34 (20.0%)	17 (10.0%)
Ethics	72 (42.4%)	73 (42.9%)	54 (31.8%)	45 (26.5%)	31 (18.2%)
Marriage/Family Therapy	28 (16.5%)	29 (17.1%)	14 (8.2%)	7 (4.1%)	8 (4.7%)
Statistics	2 (1.2%)	3 (1.8%)	0 (0.0%)	0 (0.0%)	1 (0.6%)
Research Methodology	6 (3.5%)	7 (4.1%)	4 (2.4%)	4 (2.4%)	4 (2.4%)
History/Systems of Psychology	6 (3.5%)	8 (4.7%)	3 (1.8%)	2 (1.2%)	3 (1.8%)
Group Therapy	20 (11.8%)	19 (11.2%)	12 (7.1%)	5 (2.9%)	5 (2.9%)
Cognitive/Behavioral Therapy	16 (9.4%)	16 (9.4%)	8 (4.7%)	4 (2.4%)	4 (2.4%)
Humanistic/Existential Therapy	4 (2.4%)	4 (2.4%)	1 (0.6%)	0 (0.0%)	0 (0.0%)
Psychodynamic/Analytic Therapy	23 (13.5%)	23 (13.5%)	17 (10.0%)	8 (4.7%)	5 (2.9%)
Feminist Therapy	5 (2.9%)	3 (1.8%)	3 (1.8%)	3 (1.8%)	3 (1.8%)
Diversity/Multicultural Issues	73 (42.9)	73 (42.9)	66 (38.8%)	57 (33.5%)	51 (30.0%)
Supervision/Management	20 (11.8%)	18 (10.6%)	14 (8.2%)	10 (5.9%)	10 (5.9%)
Consultation/Education	6 (3.5%)	6 (3.5%)	6 (3.5%)	4 (2.4%)	4 (2.4%)
Neuropsychology	1 (0.6%)	2 (1.2%)	0 (0.0%)	1 (0.6%)	1 (0.6%)
Child/Adolescent Therapy	16 (9.4%)	15 (8.8%)	11 (6.5%)	9 (5.3%)	11 (6.5%)
Developmental Psychology	24 (14.1%)	24 (14.1%)	14 (8.2%)	16 (9.4%)	9 (5.3%)
Psychopharmacology	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)



## APPENDIX E

“Yes” responses: Have you experienced any other instances of heterosexual bias or sexual orientation discrimination in your practica/internship, teaching assistantships and or interactions with faculty and/or administration?

Respondent #	Content
389756848	Being heterosexual, I tend not to notice the omission of discussion of LGBT issues in some classes. When I have noticed, it is because classmates who are GLBT and have been open about their orientation bring up the issues. I have appreciated this and it has helped sensitize me to the issues faced by GLBT individuals.
393684592	During a practica, there was an incident in which a young man questioning his identity in residential treatment wanted to wear pink clothing, and he was informed that he could not. This sent a clear heterosexual bias message to clients and to practica students. Although I expressed my feelings about it during supervision, I did not take it any farther than that (because it was an administrative 'higher-up' decision and I did not want to be negatively treated for openly objecting to the decision) nor did anything change.
395906760	From my perspective the program seems accepting of LGBTQ clients and students.
398808607	Have experienced heterosexual bias and assumptions in supervision, practica, and courses, mostly related to assumptions of opposite-sex partners. Discrimination has not been observed by any supervisor or faculty. Occasional discriminatory statements are made by other students, but few and far between. Discussion has always been welcomed by supervisors and faculty that I've interacted with.
387240124	Here I will repeat the previous information from other students' whose supervisor made statements about there being no such thing as bi-sexuality. When I heard this on various occasions I continued to be shocked that this man who is not only in a supervisory position, but also in a high administrative position in the University would be so ignorant.
387311667	I cannot recall experiences involving sexual orientation per se, but can regarding gender. For example, intake forms that only provided two options for gender (male or female).
394895207	I did a rotation at the Department of Corrections and while my supervisor was very open-minded, the environment is not and I was instructed to tell my one gay client not to reveal his orientation. I think it was the right thing to do to protect his safety given the place he was in, but it felt very wrong to encourage hiding an essential part of who my client is.
386912994	I do research at a community clinic, and the sexual history forms they use are worded very heteronormatively. At this point I don't feel empowered to challenge the site's forms.
391416255	I feel this is too broad of a question. The pervasive norm of classroom education is heterosexist; there is little room for discussion of LGTBQ clients and issues related to the community. The only diversity talk we explicitly receive is in the syllabus (clearly a required placation) and if students specifically ask for diversity in discussion of sexual orientation
388063564	I guess my own privilege has made me oblivious, because I am sure there has been some instance of discrimination, but I cannot remember. If anything this survey brought to light my own avoidance.

- 387185146 I have definitely seen heterosexual bias during several practica placements. At one site, a co-worker approached me about being uncomfortable working with 'so many lesbians.' At another site, students from another (more religious program) would talk to me about being uncomfortable having a lesbian supervisor. I encouraged each of the people in the previous incidents to try to be more open about human diversity and to explore why they had such biases. For most of them, it was a religious bias, which unfortunately is something that won't be easily changed with my advice!
- 386944566 I have found that this area of diversity is simply omitted in most of my classes. My training sites have been better at including training on LGBTQ issues, as this was a definite part of the population we served.
- 383901670 I have not, but maybe I am just lucky, as I have had good experiences, and have a great practicum placement.
- 387165165 i have taken an entire course that seemed very heterosexist...a human sexuality course that only addressed male/female sexual relationships. there was little attention in the text materials to other sex practices, although the instructor attempted to supplement the course with many guest speakers and panel presentations.
- 397262973 I hear homophobic comments from clients, frequently. Heard a few from coworkers at a prison (where most of the client comments took place). Addressed it clinically with clients when it was important to their treatment. Ignored the coworker.
- 387122089 I noted heterosexism at a practicum site among peers. I brought the concern to their attention during peer supervision, and they appeared grateful, albeit defensive, to have heard the concerns so that they could address it further themselves.
- 387958027 I think my mentor may be biased, but it appears to be at a mild and implicit level.
- 393987096 In my marriage and family therapy class I was very troubled by the lack of acceptance most students show homosexual individuals. Most of them stated they would not work with those individuals, particularly in helping them with relationship issues. I feel alternatively. Though I don't feel homosexuality is God's intended plan I do feel that people have the right to feel safe and secure in a relationship with a life mate. If that person wants to foster a relationship with that person I am there to help. I also find that many of the emotionally secure and committed homosexual couples I know have virutally the same relationship committments of love, monogamy, etc. that my husband and I have. All of us our short of God's plan and he accepts us all with grace so why should we reject homosexuals? Voicing this opinion did not go well as avoidance is the preferred topic of most Christians. Though i respect their decision (as we all have boundaries) I am uncertain whether their avoidance is with the good of the client in mind or simply avoiding their own anxieties.
- 387478022 It is difficult to say as I am straight and feel I am often blind to heterosexual bias as often the majority are. I don't believe I have run across any blindly biased discrimination, but I also don't feel that at times differing sexual orientation is as supported as it could be.
- 387778040 Many of the forms and measures we use in my practicum site are heterosexually biased. Although there is often room to include information on sexual orientation, it is not given an obvious space to be discussed. This tendency has been pointed out to the administration by myself and several others, but action is slow in coming.

- 394295225 My on-site practicum supervisor (who is not my clinical supervisor) seems to get very uncomfortable when I happen to say something that brings attention to my status as a gay male. She gets really quiet and the conversation seems to lull for several seconds before she starts up again by changing the topic. My school does not have a professor that specifically focuses on LGBTQ issues. The one elective in which such issues are specifically taught seems to be taught only one of three terms a year by a different adjunct or contracted instructor each time. I feel this shows a lack of priority and emphasis concerning the addressing and teaching of LGBTQ issues.
- 386943163 My supervisor made it clear that he could tell everyone on our team was heterosexual and that might impede some relationship development with our clients.
- 386856956 My view of this as a gay man is probably somewhat (or a whole lot) skewed. Heterosexist assumptions are something that I have to contend with on a daily basis. However, most faculty members I've interacted with at [my school] have appeared to be sensitive to most cultural issues. Additionally, my practicum placements have also been sensitive.
- 388037976 Reviewing a file at a cite where I gather information for my thesis, a gay man was diagnosed on Axis II with 'Paraphilia, Homosexuality' (meant as one diagnosis). I was shocked and read a report by a psychologist who indicated the man's abusive childhood as reason for his 'abnormality'. Though the report was composed in the 1980s, I still discussed this with my supervisor, and she indicated that we are not allowed to change diagnoses, but that the diagnosis had been dropped from his current case conceptualization...
- 389862956 supervisor assuming my partner was male or that i could get married -- i let him know my partner was female
- 386938505 The student insurance allows us to purchase insurance for spouses but I'm not sure if domestic partners are included.
- 395596853 Too many to list. I do not overtly challenge clients, but always challenge others immediately
- 386974423 Yes, in my understanding my experiences have been culturally specific to the African-American community. However, I have felt uncomfortable on a few occasions when clients have said in a support group 'I don't have a problem if you're gay, but God says it's wrong... I'm just sayin', you're not going to heaven.' Religion is of utmost importance to many people in this community, especially among the low-income spectrum. I found it difficult to hear when they interpret the Bible literally or speak dismissively or disrespectfully of people who aren't straight. Unfortunately, because the focus of my practica is cultural immersion, I have not felt that it would be my place to speak up. I did not respond at all during these instances.
- 394654021 yes, mostly with clients who have developed biases and prejudices against sexual minorities. b/c of the nature of therapy, the issue of my personal beliefs conflicting with their personal beliefs about sexuality was not directly addressed.

“No” responses: Have you experienced any other instances of heterosexual bias or sexual orientation discrimination in your practica/internship, teaching assistantships and or interactions with faculty and/or administration?

Respondent #	Content
386967631	I have not identified any heterosexual bias or sexual orientation discrimination during my 3 years at [my school], or at my 2 Practicum placements. At my current practicum site, a lesbian woman declined a position (that she was offered) because partner benefits were not available. This was more of a systemic issue and does not qualify as a discrimination issue.
394636747	No. But your survey is beginning to sound like a witch hunt.
387198273	No. My own heterosexism has been challenged at my practicum site, which is informative and useful.
386945759	not really. i have found people to be quite open and accepting. if anything i have seen people try extremely hard to be sensitive and avoid heterosexual bias-which is sometimes even more awkward.
394727781	the psychology community in general seems very open to alternate orientations in general. The only overt sexual orientation pressure I felt was by the LGBT division of APA, and that was only to speak out on issues and to gain more recognition, which is fine. Your survey is so one-sided it feels like a witch hunt.

## APPENDIX F

### Other instances of heterosexual bias or sexual orientation discrimination.

Respondent #	Content
387167461	primarily the readings and lectures are usually assumed heterosexual and the professor usually says one line such as 'and of course it could also be a same sex couple' but nothing much more unless the class is specifically diversity focused.
394654021	a past professor received a great deal of pressure and experienced a great deal of anger and aggression b/c of her sexual orientation
394750724	An intern at a site was upset when I announced my engagement. The intern was vocal about lesbians not being allowed to get married and voiced great displeasure at my engagement.
387484113	I am having trouble recalling a specific incident but am aware that the lack of discourse around this area in general is a sign of heterosexual bias/sexual orientation discrimination.
387122089	I believe it is biased to have the GLBT class as an elective.
387311667	I cannot recall experiences involving sexual orientation per se, but can regarding gender. For example, intake forms that only provided two options for gender (male or female).
387185146	I think there are probably instances of heterosexual bias and sexual orientation discrimination happening within my program all the time. I think I am probably not as aware of them as I should be because I am heterosexual. However, my colleagues who are not heterosexual have told me about discrimination they have experienced and have talked about not feeling 'safe' in the program because of their sexual orientation.
388037976	In class discussions, bisexuality is generally regarded as a 'fad'.
387286812	In general, the issue of addressing other-than- heterosexual status is ignored in our program, which is heterosexual bias
387165165	not related to the program per se, but i do think there are other students who are not accepting of non-heterosexuals but say that it doesn't affect their clinical work.
394036292	Other students often assume that I am in a relationship with a male, not a female and make statements of surprise saying 'really?' etc. and say things like 'I never would have suspected that of you.' I have been in my relationship for over 12 years and am very much in love and committed. These statements are often made in an unsupportive manner and more like I am 'abnormal.'
394034094	We have a lifestyle agreement which we must sign upon applying to the program that implies, subtly, that homosexual relationships are not acceptable and are not to be accepted.
393684592	Yes - I was told that students have to participate in the annual LGBT parade in Portland under the banner of OPA (or some other organization), rather than under the banner [of my school], because the school would not allow students to openly affiliate with the school during such an event. To me, this sends a clear message of heterosexual bias on a university level.

- 386856956 Yes, I was discouraged by my academic advisor to pursue forensic study because of the way that a gay forensic examiner might be treated in a prison setting. Interestingly, the plethora of other settings in which forensic study is applicable were not mentioned.
- 387198273 Yes, the clinic is not well equipped to handle LGTBQ clients because the students are not trained thoroughly about LGTBQ issues. I feel that racial identity is often looked at as more of a diversity issue than sexual minority issues and I disagree with this stance. Diversity is diversity.
- 394360903 yes, there have been some occasions where other students are cracking jokes or making disparaging statements about LGBTQ folks

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