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Multicultural Counseling
Cultural Immersion Part 1
ANNOTATED BIBLIOGRAPHY

Ebersole, R. C., Noble, J. J., & Madson, M. B. (2012). Drinking motives, negative consequences, and protective behavioral strategies in lesbian, gay, bisexual, and transgender college students. *Journal of LGBT Issues in Counseling, 6(4), 337-352.*

Research indicates that LGBT youth are more likely, than their heterosexual peers, to not only engage in alcohol use but also in heavy episodic drinking and yet the researchers found that there are no studies on protective behavioral strategies (PBS, i.e. always know what you've been drinking, or avoid mixing alcohol with prescription drugs) or motives (i.e. coping, social, conformity) within this population. The purpose of this study was to investigate the relationships among drinking motives, negative alcohol-related consequences, and use of PBS in LGBT college students. One hundred and forty-three traditionally aged, self-identified LGBT college students, who reported drinking alcohol in the last 30 days, completed a survey that assessed daily drinking, PBS use, negative alcohol related consequences, and drinking motives. Statistical analysis suggest that LGBT college students may be using alcohol as a means to cope with their mental health concerns (i.e. depression, anxiety) more frequently than their heterosexual counterparts. This study demonstrates a need for mental health counselors to identify (or at least be attune to) drinking behaviors in clients who identify as LGBT, collaboratively work with students to identify motives, and teach this population constructive affective coping skills.

Hirsch, J. K., Cohn, T. J., Rowe, C. A., & Rimmer, S. E. (2017). Minority sexual orientation, gender identity status and suicidal behavior: Serial indirect effects of hope, hopelessness and depressive symptoms. *International Journal of Mental Health and Addiction, 15(2), 260-270.*

The purpose of this study was to determine the influence of sexual identity on cognitive and emotional functioning and the consequent relation to suicidal behavior within a college student LGBTQ population. The authors examined the mediation effects of hope, hopelessness and depressive symptoms (three unique constructs) in this population. The authors reviewed literature demonstrating the problem at hand; showing the reader the vulnerability of college LGBTQ students and the high risk of suicide in this population. The authors determined that a gap in the research examining specific variable (mood, future orientation) that may explain the risk of suicidality within this population exists. Three hundred and forty-nine students from a rural Southeastern United States university completed items that assessed demographics, suicidal behavior, trait hope, hopelessness, and depressive symptoms. LGBTQ status was significantly positively associated with hopelessness, depressive symptoms, and suicidal behavior, and was negatively associated with overall trait hope. The sample size and demographics were limiting but the results may hold important clinical implications that reach far beyond this sample. LGBTQ populations appear to be vulnerable to suicide due to disruptions in mood (temporal functioning). Suicide prevention efforts may be focused on reducing feelings of hopelessness while bolstering hopefulness, leading to a strengths-based approach that emphasizes these constructs as well as agency.

Seelman, K. L., Woodford, M. R., & Nicolazzo, Z. (2017). Victimization and microaggressions targeting LGBTQ college students: Gender identity as a moderator of psychological distress. *Journal of Ethnic & Cultural Diversity in Social Work*, 26(1-2), 112-125.

The purpose of this study was to examine both blatant victimization and microaggressions and their association with psychological distress among LGBTQ college students. The article first reviewed recent articles notating the blatant discrimination LGBTQ students face on “hostile” college campuses such as physical and sexual assaults or threats of violence. The article then focused on the lack of research in this population’s experience with microaggressions such as gay jokes, slurs, and record reporting and keeping. As the LGBTQ student population is becoming more visible, trans collegians are targeted more frequently. This study analyzed the relationship between microaggressions and psychological distress (self-esteem, perceived stress, and anxiety) among LGBTQ students through a survey containing items to measure LGBTQ discrimination on campus, psychological distress, and demographics. Four hundred and ninety-seven college students, recruited via a LGBTQ listserv, completed the survey. The results suggest that blatant victimization and microaggressions are each independently associated with lower self-esteem and higher levels of perceived stress and anxiety symptoms. Researcher found that gender moderated the relationship between victimization and self-esteem such that trans students had a more strongly negative association between victimization and self-esteem than cisgender students. These results suggest both forms of aggression must be taken into consideration when working with and advocating with members of the LGBTQ community. The small convenience sampling and its demographics (low percentage of trans identified students) are a limitation of this study.

Woodford, M. R., Kulick, A., Garvey, J. C., Sinco, B. R., & Hong, J. S. (2018). LGBTQ policies and resources on campus and the experiences and psychological well-being of sexual minority college students: Advancing research on structural inclusion. *Psychology of Sexual Orientation and Gender Diversity*. Advance online publication. <http://dx.doi.org/10.1037/sgd0000289>

This study investigated the association between campus-based structural factors designed to promote the inclusion of sexual and gender minorities and the experiences and psychological well-being of cisgender LGBTQ+ college students. The authors reviewed literature that demonstrate the heterosexist discrimination, increase in stress, psychological distress (including anxiety and depression), and negative outcomes that LGBTQ students face on college campuses. The authors then focused on research that reviewed the effect of pro-LGBTQ initiatives (i.e. antibullying policies, supportive programs) and their positive influences on students. Two hundred and sixty-eight cisgender LGBTQ+ students, from 24 universities, whom represented each U.S. Census region, completed an anonymous web-based survey that included which university they were attending, experiential heterosexism, psychological well-being (including distress and self-acceptance), and demographics. The researchers created, scored, and paired a pro-LGBTQ policy and resource measure with each student’s response based on an evaluation of the school in which the student reported attending. The results suggest that campus-based structural initiatives, a LGBTQ courses (for credit), and LGBTQ student organizations can lower rates of heterosexist discrimination on college campuses. By lowering rates of discrimination, these initiatives may (indirectly) foster LGBTQ+ students’ psychological well-being.

Worthen, M. G. (2011). College student experiences with an LGBTQ ally training program: A mixed methods study at a university in the southern United States. *Journal of LGBT Youth*, 8(4), 332-377.

Although LGBTQ ally programs are becoming more popular, the author found a lack of research examining the efficacy of these programs. This study explores the college student experiences with an LGBTQ ally training program with a two part, mixed-methods design. The author first described the discriminatory nature of college campuses towards LGBTQ students and then focused on describing the ways in which all training programs combat these discriminatory cultures. A qualitative analysis of 66 student ally reaction papers suggests ally training programs increase awareness and create alliances between heterosexual and LGBTQ students while also creating support for the program. A quantitative analysis of 804 undergraduate sociology students examined their attitudes held towards the LGBTQ population based on the students' knowledge of and involvement in the ally training program. The data suggests knowledge of the ally training program may be correlated with supportive attitudes and participation in the program is positively related to supportive attitudes toward LGBT individuals, even when controlling for a variety of demographics. This study provides empirical support for the use of ally training programs on college campuses. Larger scale analysis, with multiple campuses and multiple program designs, would better demonstrate the effectiveness in LGBTQ ally training programs.