

George Mason University
College of Education and Human Development
Counseling and Development Program
Advanced Counseling III- 16800- EDCD 797-003
LGBT Issues in Counseling (1 credit)
Spring 2011
Saturdays 4/2/11 and 4/9/11 9:00 am-4:30 pm
Robinson Hall A101

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Office hours: By appointment

Course Description

This course aims to increase students' knowledge of lesbian, gay, bisexual, and transgender (LGBT) issues via readings, discussions, and experiential activities. It will increase students' competence to work with LGBT persons in counseling and other settings.

Due to the limited number of class sessions and the emphasis on experiential learning, full attendance for both class sessions is mandatory in order to pass the course- **NO EXCEPTIONS!**

Course Objectives

1. Reflect on personal bias that may impact your work with LGBT clients.
2. Understand the impact of heterosexism, homophobia, biphobia, and transphobia on the experiences of the members of the LGBT community.
3. Become more familiar with the LGBT community.
4. Increase comfort with discussing sexual orientation and gender identity issues.
5. Gain knowledge about the resources available to LGBT clients.
6. Learn about relevant issues in counseling LGBT clients.
7. Understand the foundations of affirmative counseling with LGBT clients.
8. Increase awareness of the unique challenges that members of the LGBT community with multiple minority identities encounter.
9. Explore avenues for advocacy and social justice on behalf of the LGBT community.

Relationship to Course and Program Goals and Professional Organizations

EDCD 797 is a special topics course and meets the requirement that all Masters level students take 2 credits of special topics course work. This 1-credit course will contribute to the counseling student's knowledge of a particular population of clients. ED CD 797 fulfills the requirements of the following professional organizations:

- Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling.
- Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) core requirement described in Section II.K.e: Helping relationships: An understanding of counseling and consultation processes.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Required Readings

**Required readings are available on electronic reserve through the library website. (Will add additional instructions on accessing e-reserves once it's been set up)

1. Greene, B. (2007). Delivering ethical psychological services to lesbian, gay, and bisexual clients. In K. Bieschke, R. Perez, & K. DeBord (Eds.), *Handbook of counseling and psychotherapy with lesbian, gay, bisexual, and transgender clients* (pp. 181-199). Washington, DC: American Psychological Association.
2. Matthews, C. R. (2007) Affirmative lesbian, gay, and bisexual counseling with all clients. In K. Bieschke, R. Perez, & K. DeBord (Eds.), *Handbook of counseling and psychotherapy with lesbian, gay, bisexual, and transgender clients* (pp. 201-219). Washington, DC: American Psychological Association.
3. Korell, S. C., & Lorah, P. (2007). An overview of affirmative psychotherapy and counseling with transgender clients. In K. Bieschke, R. Perez, & K. DeBord (Eds.), *Handbook of counseling and psychotherapy with lesbian, gay, bisexual, and transgender clients* (pp. 271-288). Washington, DC: American Psychological Association.

Course Requirements

1. **Class Participation-** Will be based on attendance, arriving on time, and active participation in the class discussions and exercises. [30 points]
2. **Two Journal Entries-** Due to the small number of class meetings and so that learning can be maximized, it is essential that students complete the required readings in advance of coming to class. Both class meetings a 1-2 page, double spaced journal entry reflecting on an aspect of the assigned readings is due. The aspects of the readings you reflect upon are open-ended, but must demonstrate that you completed the readings. [20 points]
3. **Final Paper and Presentation-** Students may choose one of the following two options. Due 4/9/11. [50 points]
 - A. Select an article that was published within the past three years from a peer-reviewed journal in the fields of counseling, psychology, social work, or education that discusses an issue related to the LGBT population. Read the article and write a 3-4 page (double-spaced) paper reflecting on the article. Include a brief summary of the article, reactions you experienced in response to the content of the article, and implications for counseling and social advocacy with this population. Attach a paper copy of the article to your paper. During class on 4/9/11, you will be asked to give a brief (not more than 3 minutes) presentation on the article and the content of your paper. The presentation should particularly focus on the counseling and social advocacy implications.
 - B. Select a current events article written in the past one year from a mainstream media source (i.e., newspaper, magazine, etc) that addresses an issue within the LGBT community. Read the article and write a 3-4 page (double-spaced) paper reflecting on the article. Include a brief summary of the article, reactions you experienced in response to the content of the article, and implications for counseling and social advocacy with this population. Attach a paper copy of the article to your paper. During class on 4/9/11, you will be asked to give a brief (not more than 3 minutes) presentation on the article and the content of your paper. The presentation should particularly focus on the counseling and social advocacy implications.

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [96-100 pts] A- [92-95 pts] B+ [89-91 pts] B [84-88 pts] C [75-83 pts]
F [74 pts and below]

Summary of Grading System & Course Requirements

Class participation	30 points
Two Journal Entries	20 points (10 pts each)
Final Paper and Presentation	50 points

TOTAL: 100 points

** Late assignments will be penalized 2 points per day past the due date.

Class Schedule

DATE	CLASS CONTENT	READINGS AND ASSIGNMENTS DUE
Saturday 4/2/11	<ul style="list-style-type: none"> - Course Overview/Syllabus - Ground Rules - Reflecting on personal bias - Defining LGBT terms - Differentiating between sexual orientation and gender identity - Introduction to heterosexism, homophobia, biphobia, and transphobia - Sexual orientation issues in counseling 	Readings: 1 and 2 Due: Journal #1
Saturday 4/9/11	<ul style="list-style-type: none"> - Gender identity issues in counseling - Multiple identities - Identifying resources for the LGBT community - Symbols of the LGBT community - Advocacy and social justice issues for the LGBT community - Presentations - Practicing affirmative counseling skills 	Readings: 3 Due: Journal #2 and Final Paper/Presentation

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].