

**George Mason University**  
**College of Education and Human Development**  
**Counseling and Development Program**  
**LGBTQ Issues in Counseling- 20128- EDCD 797-004 (1 credit)**  
**Spring 2012**  
**Mondays 4:30-7:10pm (1/23/12-2/20/12)**  
**SUB I, Suite 3129 Room C**  
**(Enter through Counseling & Psychological Services)**

**Instructor:** Adrienne Douglass, Psy.D.  
**Email:** [adougla5@gmu.edu](mailto:adougla5@gmu.edu)  
**Office phone:** 703-993-2380  
**Office:** Student Union Building I, Suite 3129  
**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.

Per the C&D Attendance Policy, attendance at all class sessions is mandatory.

**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 E-Reserves through the library website. To access E-Reserves:

1. Go to <http://furbo.gmu.edu/OSCRweb/index.html>
2. Click on the magnifying glass **Search electronic reserves**
3. Use the drop-down boxes to select instructor
4. Enter in the password (to be provided by instructor)

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.

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.

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.

### Course Requirements

1. **Class Participation-** Based on attendance, arriving on time, and active participation in the class discussions and exercises. [30 points]
2. **Reflection Paper-** Write a 1 page reflection paper, double-spaced discussing the following:
  1. Why did you decide to take this course?
  2. Discuss three things you are hoping to learn in this course.
 Due: 1/23/12 [5 pts]
3. **Three 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. In order to demonstrate that you completed the assigned reading, a 1 page, double-spaced journal entry reflecting on the reading is due. Your journal entry should reflect your reactions to the reading and **must demonstrate that you completed the readings**. Due 1/30/12, 2/6/12, and 2/13/12. [15 points]
4. **Final Paper-** Students may choose one of the following four options. Final papers should be written according to APA-format. Due 2/20/12. [50 points]
  - A. Attend a GLBT community event that takes place between 1/23/12 and 2/20/12 and write a 3-4 page (double-spaced) paper reflecting on the experience. Possible points of reflection include:
    - Why you chose the event you attended
    - How did you feel in anticipation of attending the event?
    - What did you learn about the GLBT community as a result of attending the event?
    - What observations did you make at the event?
    - Discuss any interactions you had at the event
    - How did you feel while at the event?
    - Any other thoughts, feelings, or reactions

The paper should also provide a brief description of the event and include the date, time, and location of the event. Good resources for learning about events in the GLBT community are Metro Weekly

([www.metroweekly.com](http://www.metroweekly.com)) and the Washington Blade ([www.washblade.com](http://www.washblade.com)).

**B.** Interview a member of the LGBT community and write a 3-4 page (double-spaced) paper discussing the content of the interview and what you learned from the interview about the experience of being GLBT. Be sure that your paper is a discussion of the interview and **not** simply a transcript of the interview. Possible interview questions include:

- How do you identify (i.e., gay, lesbian, bisexual, transgender, queer, etc)?
- What does this identification mean to you?
- Discuss the journey that led to the realization of your identity
- At what age did you discover this identity?
- Who was the first person you shared this with?
- How did that person respond to you?
- What is your favorite aspect of being part of the GLBT community?
- What challenges have you encountered as a result of your identity?
- What advice would you give to a future counselor who will be working with members of the GLBT community?
- Any other questions you would like to ask

**C.** 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.

**D.** 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.

All students will informally present the content of their final papers in small groups on the last day of class (2/20/12).

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
Reflection Paper	5 points
Three Journal Entries	15 points (5 pts each)
Final Paper	50 points
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TOTAL:	100 points

\*\* Late assignments will be penalized 1 point per day past the due date.

### Class Schedule

DATE	CLASS CONTENT	READINGS AND ASSIGNMENTS DUE
1/23/12	<ul style="list-style-type: none"> <li>- Course Overview/Syllabus</li> <li>- Ground Rules</li> <li>- Reflecting on personal bias</li> <li>- Defining LGBT terms</li> <li>- Differentiating between sexual orientation and gender identity</li> </ul>	<b>Due:</b> Reflection paper
1/30/12	<ul style="list-style-type: none"> <li>- Sexual identity development</li> <li>- Bisexuality and sexual fluidity</li> <li>- Introduction to heterosexism, homophobia, biphobia, and transphobia</li> <li>- Symbols of the LGBT community</li> </ul>	<b>Readings:</b> Matthews, C.R. (2007) <b>Due:</b> Journal #1
2/6/12	<ul style="list-style-type: none"> <li>- Understanding gender identity</li> </ul>	<b>Readings:</b> Korell, S.C., & Lorah, P. (2007)

	- Gender identity issues in counseling	<b>Due:</b> Journal #2
2/13/12	- Multiple identities - School Experiences - Identifying resources for the LGBT community	<b>Readings:</b> Greene, B. (2007) <b>Due:</b> Journal #3
2/20/12	- Advocacy and social justice issues for the LGBT community - Practicing affirmative counseling skills - Presenting final papers in small groups	<b>Due:</b> Final Paper

## 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/>].

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles