

George Mason University
College of Education and Human Development
Counseling and Development Program
LGBTQ II Advanced Issues in Counseling
80832- EDCD 797-008 (1 credit)
Fall 2012
Mondays 7:20-10pm (8/27/12-10/1/12)
Krug 107

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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. Develop competency working with LGBTQ issues in counseling.
2. Understand issues associated with coming out to self and others.
3. Increase awareness of the challenges associated with having multiple identities and multiple oppressions.
4. Explore the impact of internalized homophobia, biphobia, and transphobia.
5. Discuss intersection of faith and sexual orientation/gender identity.
6. Gain knowledge about working with parents and families of LGBTQ individuals.
7. Increase understanding of transgender issues.
8. Understand ally development.
9. Identify advocacy and social justice issues associated with the LGBTQ communities.

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. EDCD 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

1. Harper, A., Finnerty, P., Martinez, M., Brace, A., Crethar, H., Loos, B.,...Lambert, S. (2012). Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC) *competencies for counseling with lesbian, gay, bisexual, queer, questioning, intersex and ally individuals*. Unpublished manuscript.

Retrieved from

[http://www.algbtic.org/images/stories/ALGBTIC Comps for Counseling LGBQQIA Individuals Final.pdf](http://www.algbtic.org/images/stories/ALGBTIC_Comps_for_Counseling_LGBQQIA_Individuals_Final.pdf)

2. PFLAG. *Faith in our families: Parents, families, and friends talk about faith, sexual orientation, and gender identity*. Unpublished manuscript.

Retrieved from

<http://community.pflag.org/document.doc?id=494>

3. Ryan, C. (2009). *Helping families support their lesbian, gay, bisexual, and transgender (LGBT) children*. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.

Retrieved from

http://nccc.georgetown.edu/documents/LGBT_Brief.pdf

4. PFLAG. *Do's and don'ts for families and friends*. Unpublished manuscript.

Retrieved from

<http://community.pflag.org/page.aspx?pid=541>

5. Ryan, C., Huebner, D., Diaz, R. M., & Sanchez, J. (2009). Family rejection as a predictor of negative health outcomes in white and latino lesbian, gay, and bisexual young adults. *Pediatrics*, *123* (1), 346-352. doi: 10.1542/peds.2007-3524

Retrieved from

<http://pediatrics.aappublications.org/content/123/1/346.full.pdf+html>

6. Burns, T. R., Singh, A. A., Harper, A. J., Harper, B., Maxon-Kann, W., Pickering, D. L., ...Roan, A. (2010). American Counseling Association competencies for counseling with transgender clients. *Journal of LGBT Issues in Counseling*, *4* (3), 135-159. doi:10.1080/15538605.2010.524839

Retrieved from

http://www.algbtic.org/images/stories/aca_competencies_for_counseling_with_transgender_clients.pdf

7. Human Rights Campaign. (2010). *A straight guide to lgbt americans*. Unpublished manuscript.

Retrieved from

<http://www.hrc.org/files/documents/Straight-Guide-to-LGBT-Americans-September-2010.pdf>

Course Requirements

1. **Class Participation-** Based on attendance, arriving on time, and active participation in the class discussions and exercises. [40 points]
2. **Article Posting on Blackboard-** Post a link to an electronic article on Blackboard. Article can be from a scholarly source or from a pop media source. The article should be of interest to you. Post articles by 11:59pm Thursday before class session. You will be responsible for leading a small group discussion in class on your article.
3. **Final Paper-** 4-5 page paper written in APA format due Monday, October 29. Must cite at least five sources. Papers should be uploaded to Blackboard.

Choose 1 of 2 following options:

A. Social Justice Action Proposal

Identify a current social justice issue within the LGBTQ community. The issue you identify may be relevant at any level (i.e., national, state, local, agency, etc). Investigate the issue and incorporate your research findings into your final paper. Then,

develop a social justice action proposal based on your research. There are many possibilities for this paper, but a few examples would be same-sex partner benefits at GMU, insurance coverage for hormones and gender re-assignment surgery, same-sex adoption policies, workplace policies on discrimination, etc. See Dr. Douglass if you have additional questions about this assignment.

B. Special Topic Paper

Select a specific topic of interest within the LGBTQ community. Examples of topics from class would be the intersection of faith and sexual orientation, working with parents/families of LGBTQ individuals, the management of multiple oppressions by LGBTQ people of color, gender transition in the workplace, etc. These are only a few examples. Research the topic you select and write a paper discussing your findings. Be sure to include a section on implications for counselors and social justice advocates.

- 4. Final Paper Topic Submission-** Submit topic for your final paper and at least three sources you plan to reference.

A [100-97] A- [96-94] B+ [93-91] B [90-87] B- [86-84] C [83-80] F [79 and below]

Summary of Grading System & Course Requirements

Class Participation	40 points
Article Posting	10 points
Final Paper Topic Submission	10 points
Final Paper	40 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/ASSIGNMENTS
8/27/12	- Introductions - Syllabus/Course Overview - Concentric Circles	
9/3/12	**LABOR DAY- NO CLASS**	
9/10/12	Advanced LGBTQ Issues in Counseling - Coming out to self and	Readings: 1, 2 (listed on syllabus and link posted on Blackboard)

	others - LGBTQ people of color and other multiple identities - Internalized homophobia, biphobia, and transphobia - Intersection of faith and sexual orientation/gender identity	plus Blackboard posts by: Lorraine Engel Ashley Griggs Ricshawn Roane
9/17/12	Working with Parents and Families	Readings: 3, 4, 5 (listed on syllabus and link posted on Blackboard) plus Blackboard posts by: Meagan Hale Tiffany Jones Pouneh Zeraat
9/24/12	Transgender Issues	Readings: 6 (listed on syllabus and link posted on Blackboard) plus Blackboard posts by: Lauren McBride Jen Rutter Due: Final Paper Topic
10/1/12	-Ally Development -Advocacy Issues -Barriers to Acceptance in Individuals and Society	Readings: 7 (listed on syllabus and link posted on Blackboard) plus Blackboard posts by: Porche Leonard Sarah Ross Courtney Tidwell

****Final papers should be uploaded to Blackboard by 11:59pm on Monday, October 29, 2012.**

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/>].