

**George Mason University**  
**College of Education and Human Development**  
Counseling and Development

EDCD 797 (004) - GLBTQ Issues in Counseling  
1 Credit, Fall 2016  
Saturday, September 10<sup>th</sup> 9:00 am – 5:00 pm  
Saturday, September 17<sup>th</sup> 9:00 am – 5:00 pm  
Aquia Building Room 219

**Faculty**

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**Prerequisites/Corequisites**

Admission to CNDV program, EDCE 603

**University Catalog Course Description**

NA

**Course Overview**

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

**Course Delivery Method**

This course will be delivered using a lecture format.

**Learner Outcomes or 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.

**Professional Standards (CACREP)**

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 Texts**

1. Carroll, L. (2010). Interwoven identities: Race, ethnicity, class, religion, and disability. In *Counseling sexual and gender minorities*, 107-139. Upper Saddle River, NJ: Merrill.
2. Carroll, L. (2010). Social justice for sexual and gender minorities. In *Counseling sexual and gender minorities*, 300-323. Upper Saddle River, NJ: Merrill.
3. 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*, 181-199. Washington, DC: American Psychological Association.
4. 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*, 271-288. Washington, DC: American Psychological Association.
5. 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*, 201-219. Washington, DC: American Psychological Association.

**Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

• **Assignments and Examinations**

1. **Class Participation** - Based on attendance, arriving on time, and active participation in the class discussions and exercises. Please note that you must attend both classes in their entirety. [50 points]

**2. Final Paper** - Students may choose **one** of the following four options. Final papers should be written according to APA-format. Due Wednesday 10/19/16- upload to Blackboard by 11:59 pm [50 points]

**A.** Attend a GLBTQ community event that takes place between 9/10/16 and 10/19/16 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 GLBTQ 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 GLBTQ 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 LGBTQ 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 LGBTQ 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 LGBTQ 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, social justice, and advocacy with this population. When uploading your paper to Blackboard, also include a link or pdf of your article, so that it can be accessed by the instructor.

**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 LGBTQ community (accessing the article online is fine). 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, social justice, and advocacy with this population. When uploading your paper to Blackboard, also include a link or pdf of your article, so that it can be accessed by the instructor.

- **Other Requirements**

None

- **Course Performance Evaluation Weighting**

**Summary of Grading System & Course Requirements**

Class Participation	50 points
Final Paper	50 points

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TOTAL: 100 points

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

- **Grading Policies**

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

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

**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: <http://cehd.gmu.edu/values/>.

**GMU Policies and Resources for Students**

*Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see

<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

**Class Schedule**

<b>DATE</b>	<b>CLASS CONTENT</b>	<b>READINGS/ ASSIGNMENTS DUE</b>
9/10/16	<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> <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> <li>- Understanding gender identity</li> </ul>	Readings 3, 4, & 5
9/17/16	<ul style="list-style-type: none"> <li>- Gender identity issues in counseling</li> <li>- Multiple identities</li> <li>- School Experiences</li> <li>- Identifying resources for the LGBT community</li> <li>- Advocacy and social justice issues for the LGBT community</li> <li>- Affirmative counseling skills</li> </ul>	Readings 1 & 2
10/19/16		<b>Due:</b> Final Paper uploaded to Blackboard by 11:59 pm

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## Assessment Rubric(s)

CATEGORY	Exceeds standards	Meets standards	Approaching standards	Below standards
<b>Content of paper</b>	Discussion is thorough, thoughtful and meaningful	Discussion is adequate	Discussion is limited	No discussion of event, interview, or article
<b>Grammar and writing style</b>	Exceptionally well-written, grammatically correct, and understandable	Well-written, but displays a few grammatical errors	Writing style needs improvement and several grammatical errors	Poorly written, many grammatical errors
<b>APA-format</b>	Fully adheres to APA format	A few APA errors	Several APA errors	Limited evidence of APA style