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 10th 9:00 am – 5:00 pm  
Saturday, September 17th 9:00 am – 5:00 pm  
Aquia Building Room 219

Faculty  
Name: Adrienne Douglass, Psy.D.  
Office hours: By appointment  
Office location: Krug Hall Suite 202  
Office phone: 703-993-2387  
Email address: adougla5@gmu.edu

Prerequisites/Corequisites  
Admission to CNDV program, EDCD 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**


**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 GLBTQ 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 |
  | **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](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/](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/](http://oai.gmu.edu/the-mason-honor-code/)).
- Students must follow the university policy for Responsible Use of Computing (see
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 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/.
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<thead>
<tr>
<th>DATE</th>
<th>CLASS CONTENT</th>
<th>READINGS/ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>9/10/16</td>
<td>- Course Overview/Syllabus</td>
<td>Readings 3, 4, &amp; 5</td>
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<td>- Ground Rules</td>
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<td>- Reflecting on personal bias</td>
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<td>- Defining LGBT terms</td>
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<td>- Differentiating between sexual orientation and gender identity</td>
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<td>- Sexual identity development</td>
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<td>- Bisexuality and sexual fluidity</td>
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<td>- Introduction to heterosexism, homophobia, biphobia, and transphobia</td>
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<td>- Symbols of the LGBT community</td>
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<td>- Understanding gender identity</td>
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<td>9/17/16</td>
<td>- Gender identity issues in counseling</td>
<td>Readings 1 &amp; 2</td>
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<td>- Multiple identities</td>
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<td>- School Experiences</td>
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<td>- Identifying resources for the LGBT community</td>
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<td>- Advocacy and social justice issues for the LGBT community</td>
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<td>- Affirmative counseling skills</td>
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10/19/16  Due: 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)

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