

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

EDCD 797.004 – LGBTQ Issues in Counseling
1 Credit, Fall 2017

Saturday 9/23/17 and 9/30/17 9:00 am – 4:30 pm - Aquia Building Room 219 – Fairfax Campus

Faculty

Name: Adrienne M. Douglass, Psy.D.
Office Hours: By Appointment
Office Location:
Office Phone:
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Prerequisites/Corequisites

Admission to CNDV program, EDCE 603

University Catalog Course Description

Advanced study of selected topics in education for students.

Course Overview

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

Course Delivery Method

This course will be delivered using a lecture format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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.

Upon completion of this course, students will have met the following professional standards: 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. Carroll, L. (2010). Interwoven identities: Race, ethnicity, class, religion, and disability. In *Counseling sexual and gender minorities* (pp. 107-139). Upper Saddle River, NJ: Merrill.
2. Paul, P. (2017). Affirmative counseling with sexual minority clients. In K. DeBord, A. Fischer, K. Bieschke, & R. Perez (Eds.), *Handbook of sexual orientation and gender diversity in counseling and psychotherapy* (pp. 131-156). Washington, DC: American Psychological Association.
3. Singh, A. A., & dickey, l. m. (2017). Affirmative counseling with transgender and gender nonconforming clients. In K. DeBord, A. Fischer, K. Bieschke, & R. Perez (Eds.), *Handbook of sexual orientation and gender diversity in counseling and psychotherapy* (pp. 157-182). Washington, DC: American Psychological Association.
4. Starks, T. J., & Millar, B. M. (2017). Special issues in psychotherapy with sexual minority and transgender and gender nonconforming adolescents. In K. DeBord, A. Fischer, K. Bieschke, & R. Perez (Eds.), *Handbook of sexual orientation and gender diversity in counseling and psychotherapy* (pp. 239-261). 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/or Examinations**

1. **Readings Reflection Papers #1 and #2-** There are two readings assigned for each of our two class sessions. After reading the chapters, write a 1 page (double-spaced) reflection paper on an aspect of the readings you found interesting. You can respond to a specific point in the reading or reflect on one of the case vignettes discussed in the readings. The reflection paper should focus on your thoughts and feelings in response to the content, not simply be a summary of the content. There should, however, be clear evidence in your paper of having completed the required reading. Papers should be written according to APA-format. Turn in a hard copy at the beginning of each class [10 points each].

Readings Reflection #1 due 9/23/17 on Paul (2017) and Singh and dickey (2017)
Reading Reflection #2 due 9/30/17 on Carroll (2010) and Starks and Millar (2017)

2. Final Paper- Students may choose **one** of the following four options. Final papers should be written according to APA-format. Due Wednesday 11/1/17- upload to Blackboard by 11:59 pm [40 points].

A. Attend a GLBTQ community event that takes place between 9/23/17 and 11/1/17 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) and the Washington Blade (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**

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 to pass the course. [40 points]

- **Grading**

Summary of Grading System & Course Requirements

Reading Reflection Paper #1	10 points
Reading Reflection Paper #2	10 points
Final Paper	40 points
Class Participation	40 points

TOTAL: 100 points

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

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

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

DATE	CLASS CONTENT	READINGS/ ASSIGNMENTS DUE
9/23/17	<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 - Sexual identity development - Bisexuality and sexual fluidity - Introduction to heterosexism, homophobia, biphobia, and transphobia - Symbols of the LGBT community - Understanding gender identity 	<p>Readings 2. (Paul, 2017) and 3. (Singh & dickey, 2017)</p> <p>Due: Readings Reflection Paper #1 (hard copy to class)</p>

9/30/17	<ul style="list-style-type: none"> - Gender identity issues in counseling - Multiple identities - School Experiences - Identifying resources for the LGBT community - Advocacy and social justice issues for the LGBT community - Affirmative counseling skills 	Readings 1. (Carroll, 2010) and 4. (Starks & Millar, 2017) Due: Readings Reflection Paper #2 (hard copy to class)
11/1/17		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.

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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Assessment Rubric(s)

CATEGORY	Exceeds standards	Meets standards	Approaching standards	Below standards
Content of paper	Discussion is thorough, thoughtful and meaningful	Discussion is adequate	Discussion is limited	No discussion of event, interview, or article
Grammar and writing style	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
APA-format	Fully adheres to APA format	A few APA errors	Several APA errors	Limited evidence of APA style