

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

EDCD 797.DL6 – LGBTQ+ Affirmative Counseling
1 Credit, Fall 2020

Saturday, November 7th and Sunday, November 8th 9:00 am – 3:00 pm – Synchronous Online

Faculty

Name: Raymond Eck, M. Ed. & Dr. Jami C Murray, EdD, LPC-VA-DC, LCPC-MD, NCC

Office Hours: By Appointment

Office Location: Krug Hall Suite, 202 (Counseling Office). Closed for Fall due to Covid-19 – Staff will be working remotely. For assistance, email your faculty advisor or dwest6@gmu.edu)

Office Phone: 703-993-2087 (Counseling Office)

Email Address:

Prerequisites/Corequisites

Admission to the CNDV program, EDCE 603

University Catalog Course Description

Advanced topics in education

Course Overview

This course provides students with knowledge and skills necessary to be culturally competent when working with LGBTQIA+ client populations. Through an LGBTQIA+ affirmative approach students will learn and practice engagement strategies and counseling intervention to help clients with self-acceptance, well-being, identity development, and belongingness. Students will learn how to best serve this population as a counselor in mental health and school settings and understand the importance for advocacy within their professional roles. Additionally, this course focuses on the social and legal dynamics that make it difficult for LGBTQIA+ individuals. Students will understand the impact of cultural trauma on LGBTQIA+ individuals and recognize the importance for assessing trauma with this client population.

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on November 7th.

Under no circumstances may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may need to use a headset microphone for use with the Blackboard Collaborate web conferencing tool if situated in an area with a lot of background noise.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
 - The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- See the detailed Course Schedule for specific meeting and assignment due date information.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Students should email the instructor to schedule a one-on-one session, including suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

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

1. Describe the physical, psychological, and sociocultural impact of identifying as LGBTQIA+ in the U.S.
2. Identify social perceptions, values, and constructs around LGBTQIA+ identities.
3. Discuss your personal perceptions, values, and expectations of persons with LGBTQIA+ identities.
4. Discuss the importance of the development of culturally relevant treatment for persons who identify as LGBTQIA+ in the school and community settings.
5. Describe advocacy and its role in working with persons with LGBTQIA+ identities.

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

Upon completion of this course, students will have met the following professional standards:

EDCD 797 is a special topics course and meets the requirement that all master's students take 2-3 credits of special topics course work. This 1-credit course will contribute to counseling students' 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 (Please complete prior to first day of class):

ALGBTIC LGBQIA Competencies Taskforce (2013). Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling Competencies for Counseling with Lesbian, Gay, Bisexual, Queer, Questioning, Intersex, and Ally Individuals. *Journal of LGBT Issues in Counseling*. DOI:10.1080/15538605.2013.755444

American Counseling Association ALGBTIC Transgender Competencies 2009

Standards of Care for the Health of Transsexual, Transgender, and Gender Nonconforming People (7th Edition). (2011). The World Professional Association for Transgender Health. Retrieved from <https://www.wpath.org/publications/soc>

Recommended Readings:

Finnerty, P., Kocet, M. M., Lutes, J., & Yates, C. (2017). *Affirmative, strengths-based counseling with LGBTQI+ people*. American Counseling Association.

Murray, J. & Dailey, S. (2020). Development of the LGBTQ Belongingness Attainment Scale. *Journal of LGBT Issues in Counseling*. DOI: 10.1080/15538605.2020.173622

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 [25 points]:** Active Participation is expected in all class activities. Students are expected to attend all classes and come to class prepared having completed all reading and written assignments.

2. **Questions and Comments Submission on Required Reading [20 points]:** Students will complete all required prior to the beginning of the class. Then create a list of questions and/or comments (5-8 questions or comments) that will be sent to the instructors and possibly shared in class. Specify which required reading each of your questions or comments relates to in your submission. **Due November 7th, 9:00 am.**

3. **Reaction Paper [25 points]:** Students will choose one of the following activities - view a LGBTQ+ film, read a LGBTQ+ book, go to a LGBTQ+ establishment, interview a LGBTQ+ individual, or attend a LGBTQ+ event. Then write a 3 page paper reflecting on your experience. **Due 11/20/2020.**
 - Provide a summary/description of the activity.
 - Describe your personal reaction - what impact did this experience have on you?
 - Discuss what you learned from this experience regarding LGBTQ+ individuals/community.

4. **LGBTQIA+ Affirmative Counseling Research Paper [30 Points]:** Students will choose any topic related to affirmative counseling for LGBTQIA+ individuals. The purpose of this paper is to increase student knowledge of current issues, counseling interventions, social implications, and/or ethical considerations associated with counseling LGBTQIA+ clients. Your paper should be at least 3-5 pages in length, include at least 3 references from scholarly journals, and written according to the guidelines set forth in the *Publication Manual of the American Psychological Association, 7th Edition*. (See Rubrics for Grading). **Due 11/20/2020.**

Some examples for research topics could include LGBTQIA+ as a whole or any specific subgroup of this community with any of the following: affirmative therapy, counseling interventions, mental disorders, substance use disorders, DSM 5, diagnosing, treatment planning, assessments, belongingness, career counseling, life span issues, racial inequity, dually marginalized identities, community resources and supports, advocacy, and/or ethical considerations. The research paper should include the following:

- Thorough description of the research topic reflecting on main issues caused by heterosexism, cisgenderism, marginalization, etc..
- Identify and assess ethical considerations and outline developmental, psychological, and social implications.
- Describe the application and/or significance for using LGBTQIA+ Affirmative Therapy in relation to the research topic.
- Incorporate current research with class lectures, readings, and discussion.

Other Requirements

Attendance: In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. Due to the short nature of this class, **any unexcused absences will result in loss of course credit.** Attendance is required for all classes. Excused

absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements: Each student is expected to: (1) attend each class, (2) arrive on time and stay for the entire class period, (3) participate in discussions and in-class exercises (4) submit assignments by the end of day on the Sunday one week after the class.

- **Grading**

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

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

Professional Dispositions

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

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
Intermediate	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects

that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.

- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.
- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the class.

Class Schedule

Class	Date	Topic(s)	Assignments
1	11/7/2020	<p>Icebreaker: Personal Bias</p> <p>LGBTQIA+ Vocabulary & Cultural Terms: differentiating between sexual orientation and gender identity; explaining LGBTQIA+ identities; and reviewing vocabulary used by LGBTQ+ community</p> <p>LGBTQIA+ Identity Development: explaining coming out process; reviewing various LGBTQ+ identity development models; and identifying and evaluating challenges for LGBTQIA+ individuals to develop self-acceptance.</p> <p>LGBTQIA+ Trauma Focused Conceptualization: cultural sexual abuse (cis gender sexism and heterosexism); systemic abuse (cis gender and heterosexual privileges); physical abuse, verbal abuse, hate crimes, etc...); trauma informed considerations.</p>	<p>Required reading and list of question/Comments <u>DUE 9:00 AM</u></p>
2	11/8/2020	<p>LGBTQIA+ Affirmative Counseling: examining SAMSHA guidelines and standards; learning specific counseling interventions/best practices; and practicing</p>	

		<p>counseling skills.</p> <p>School and LGBTQIA+ Students: identify and discuss bullying and its impact, review state education laws and LGBTQIA+ student rights, and developing a safe space.</p> <p>Social Justice for LGBTQIA+ Populations: reviewing social justice models; discussing counselor’s role as an advocate and identifying current social justice issues.</p>	
	11/20/2020		Reaction Paper & Research Paper Due

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

Counseling Program Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Evaluation Rubric: Counseling LGBTQIA+ Research Paper

	Excellent 5 Points	Good 4 Points	Acceptable 3 Points	Needs Improvement 2 Points	Unacceptable 1 Point
Description of the LGBTQIA+ Affirmative Counseling Research Topic	Fully understands and accurately describes the research topic identifying all of the main elements	Understands and accurately describes most of the main elements of the research topic	Understands and describes some of the main elements of the research topic	Understands and describes few of the main elements of the research topic	Does not understand any of the topic.
Analysis of Topic: Identifies Ethical Considerations and/or Outlines Psychological, Developmental, and Social Implications	Provides an accurate, in-depth, and thorough discussion by identifying all ethical, psychological, developmental, and social implications.	Provides an accurate, analysis of the topic by identifying most of the ethical, psychological, developmental, and social implications.	Provides an accurate but limited analysis of problem by identifying some of the obvious ethical, psychological, developmental, and social implications.	Provides an insignificant and/or inappropriate analysis of the topic.	Incomplete analysis the topic.
Explains the Utilization and/or Significance for Using LGBTQIA+ Affirmative Therapy in Relation to the Research Topic	Clinically and professionally insightful use of LGBTQIA+ Affirmative Therapy explained	Appropriate connections made with the use of LGBTQIA+ Affirmative Therapy	Appropriate but vague connections made with the use of LGBTQIA+ Affirmative Therapy.	Insignificant and/or inappropriate use of LGBTQIA+ Affirmative Therapy.	Makes no connection with LGBTQIA+ Affirmative Therapy
Combines Scholarly Research and Links Findings to Course Readings, Lectures, and Discussions	Excellent use of research. Clear thought out links to class readings, lectures, and discussions.	Good use of research with some clearly documented links to class readings, lectures, and discussions.	Adequate research and minimal documented links to the class readings, lectures, discussions.	Limited research and no documented links to any course readings, lectures, and discussions.	Incomplete research.
Freedom from Bias: Heterosexism, Cisgenderism, Racism, Sexism, Agism, etc	Excellent use of language and content of information that is respectful and free from bias.	Language and content of information is free from bias with one or two minor exceptions.	Occasional use of language and content of information that have minor implications of bias.	Language and information used in paper contains some identifiable bias. Some readers maybe offended.	Language and content of information used would be offensive to most readers.
Mechanics: APA Style, Grammar, and Punctuation	Free from errors with punctuation and grammar. Excellent use of APA Style. Prepared in a professional manner	There are minimal errors with punctuation and grammar. Good use of APA Style.	There are occasional mistakes in punctuation and grammar. APA Style is acceptable. ideas.	There are several grammatical errors. APA style is unacceptable. Distractible to the reader.	There are so many errors that meaning is obscured. The reader is confused and stops reading.