COUN 597/697: Introduction to Affirmative Therapy
Course Syllabus
Summer 2022 Online (June 6-August 11, 2022)

INSTRUCTOR INFORMATION

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COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

Ginicola, M.M., Smith, C., & Filmore, J.M. (2017). *Affirmative Counseling with LGBTQI+ People*. American Counseling Association

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.).* American Psychological Association.

Supplemental Readings

ALGBTIC LGBQQIA Competencies Taskforce, Harper, A., Finnerty, P., Martinez, M., Brace, A., Crethar, H. C., . . . Hammer, T. R. (2013). Association for lesbian, gay, bisexual, and transgender issues in counseling competencies for counseling with lesbian, gay, bisexual, queer, questioning, intersex, and ally individuals: Approved by the ALGBTIC board on June 22, 2012. *Journal of LGBT Issues in Counseling, 7*(1), 2-43. https://doi:10.1080/15538605.2013.755444
American Counseling Association. (2014). *ACA code of ethics.* Author.
Daum, C. W. (2020). Social Equity, Homonormativity, and Equality: An Intersectional Critique of the Administration of Marriage Equality and Opportunities for LGBTQ Social Justice. *Administrative Theory & Praxis, 42*(2), 115–132. https://doi.org/10.1080/10841806.2019.1659044

The syllabus/schedule are subject to change.

DeBord, K., Fischer, A., Bieschke, K., & Perez, R. (2017). *Handbook of sexual orientation and gender diversity in counseling and psychotherapy*. In Handbook of sexual orientation and gender diversity in counseling and psychotherapy. American Psychological Association. https://doi.org/10.1037/15959-000

Garrett, M. T., & Barret, B. (2003). Two Spirit: Counseling Native American Gay, Lesbian, and Bisexual People. *Journal of Multicultural Counseling and Development, 31*(2), 131–142. https://doi.org/10.1002/j.2161-1912.2003.tb00538.x

Moe, J., Johnson, K. Park, K., & Finnerty, P. (2019). Integrated behavioral health and counseling gender and sexual minority populations. *Journal of LGBT Issues in Counseling, 12*(4), 215-229. https://doi.org/10.1080/15538605.2018.1526156

Nadal, K. L. (2013). *That's so gay! Microaggressions and the lesbian, gay, bisexual, and transgender community*. Washington, DC: American Psychological Association

Patterson, C. J., Augelli, A. R. (Eds.). (2013). *Handbook of psychology and sexual orientation*. New York, NY: Oxford

Pinto, S. A. (2014). ASEXUally: On Being an Ally to the Asexual Community. *Journal of LGBT Issues in Counseling, 8*(4), 331–343. https://doi.org/10.1080/15538605.2014.960130

Richards, C., Bouman, W. P., Seal, L., Barker, M. J., Nieder, T. O., & T'Sjoen, G. (2016). Non-binary or genderqueer genders. *International Review of Psychiatry (Abingdon, England), 28*(1), 95–102. https://doi.org/10.3109/09540261.2015.1106446

Tompkins, J., Kearns, L.-L., & Mitton-Kükner, J. (2017). Teacher Candidates as LGBTQ and Social Justice Advocates through Curricular Action. *McGill Journal of Education, 52*(3), 677–697. https://doi.org/10.7202/1050909ar

Course Description

Catalogue Description of the Course

COUN 6355: Affirmative Therapy for the Sexual Orientation & Gender Identity (SOGI) Population- This course is a detailed examination of sexual orientation and gender expansion across the lifespan. Discussion of biological, familial, social, cultural and psychological factors in shaping sexual orientation and gender identity. Students will have experiences and opportunities to research specific counseling needs for different sexual orientations and gender identities. Also, a focus on therapeutic and affirming techniques specific to this population will be looked at and practiced throughout the course. Professional competencies will be discussed as it pertains to best practices and ethics in the counseling field.

General Course Information

This course is intended to increase knowledge of a) sexual orientation and gender identity development across the lifespan, b) biological, familial, social, cultural, and psychological factors shaping sexual orientation and gender identity, and c) learn how to use affirmative therapeutic interventions for this unique population through national competencies. Students will develop techniques used to be affirming and therapeutic for the population and be able to present and educate fellow counselors and educators on population issues and ways to be allies.

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Student Learning Outcomes
2016 CACREP Standards Addressed in COUN 6355

	Learning Activity	Assignment	Assessment Rubric	Benchmark
2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	• Lectures • Readings • Discussion Boards	1. Case Conceptualization 2. Mock Conference Proposal 3. Discussion Boards	1. Case Conceptualization Rubric 2. Mock Conference Proposal Rubric 3. Discussion Boards	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	• Lectures • Readings • Discussion Boards	1. Case Conceptualization 2. Mock Conference Proposal 3. Discussion Boards	1. Case Conceptualization Rubric 2. Mock Conference Proposal Rubric 3. Discussion Boards	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3)
2.F.2.c. multicultural counseling competencies	• Lectures • Readings • Discussion Boards	1. Reflection Paper 2. Case Conceptualization 3. Discussion Boards	1. Reflection Paper Rubric 2. Case Conceptualization Rubric 3. Discussion Boards	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	• Lectures • Readings • Discussion Boards	1. Case Conceptualization 2. Mock Conference Proposal 3. Discussion Boards	1. Case Conceptualization Rubric 2. Mock Conference Proposal Rubric 3. Discussion Boards	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.G.2.e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body	• Lectures • Readings • Discussion Boards	1. Collage 2. Case Conceptualization 3. Discussion Boards	1. Collage Rubric 2. Case Conceptualization Rubric 3. Discussion Boards	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.G.2.f. counselors' roles in eliminating biases, prejudices, and processes of intentional and	• Lectures • Readings • Discussion Boards	1. Reflection Paper 2. Collage 3. Discussion Boards	1. Reflection Paper Rubric 2. Collage Rubric 3. Discussion Boards	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3)

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unintentional oppression and discrimination.				expectation

Content Areas include, but are not limited to, the following:

- Affirmative therapy for SOGI Community
- Developmental Issues for the SOGI Community
- Counseling Treatment Issues for the SOGI Community
- Intersectionality for the SOGI Community
- Privilege and Oppression in Counseling
- Systemic Oppression of the SOGI Community

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

Based on course objectives may include one or more of the following methods of instruction:
- Asynchronous Lecture
- Small group work
- Participating in online discussion boards
- Engaging in counseling exercises
- Giving and getting feedback from the instructor and peers
- Observations of the instructor and/or experts conducting counseling
- Case Conceptualizations

Note: This course is asynchronous, meaning the entire course will be presented online and any live lectures, discussions, and/or experiential activities will be voluntary and not impact any students participation grade.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online

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discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 7th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Because this is an online course, you may feel overwhelmed with readings. Keep in mind you have the whole week to prepare (for online courses only).
9. Do work ahead of time. I realize this may not always be possible; however, when you can, do so. Everything in this course is open for you to complete (in online courses). Due dates are just that…due dates. You are always welcome to complete work ahead of time.
10. Be open to the process. This degree takes time, work, effort, and growth.

In addition to these, responsibilities specific for this course include the following:

1. You are expected to take responsibility for collaboratively constructing this course. This is our course, rather than my course.
2. Provide constructive feedback to your peers on education and teaching as well as open and responsive to feedback your peers provide you.
3. Prepare for your teaching demonstration. Put thought and work into your teaching class.

Zoom Netiquette
1. Secure location away from others in the home-need to follow confidentiality ethics during class and your classmates' information. This may mean wearing headphones so others in the home do not hear class discussion. We encourage sharing personal information during classes and breakout rooms. We want to respect everyone and the information they share.
2. Camera needs to be on during class or you will be considered not in attendance and will have to do additional assignments online. Also, make sure your camera is stable during class, constant moving of your camera is very distracting. Also, some of you may have to use your cell phones/tablets for class meetings, if this is the case, make sure you set it up where you are not trying to hold it stable all class.
3. You will NOT do other things while in class (i.e. be on your cell phone, cleaning, cooking, any other activity that takes your attention away from discussions in class. Also, you will need to make sure your background environment is not distracting to other students and your professor.
4. There is an understanding of people and fur people in your home checking in on you or wanting attention. It's okay to quickly remind them you're in class or address these situations, however, it's important to come back to class both physical presence and attention. You may have to turn off your camera for a short period of time to address these situations, just remember when you come back to turn your camera on.
5. Remember to mute your microphone when you are not speaking.
6. Change your name to reflect who you are. (ex. Galaxy s10 does not reflect who you are or a name of someone in your household that isn't you).
7. Remember the chat feature. If you or a member of group is experiencing audio problems, then this may be a way to troubleshoot to solve the issue.

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GRADING

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Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Final Grading

Discussion Boards	30 points
Collage	30 points
Case Conceptualization	100 points
Mock Conference Presentation	100 points
Total	260 points

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by 260. The resulting value is multiplied by 100 to yield a percentage. For example: (245 [points earned]/260) X 100 = 94.2%

***Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period. Late assignments will have 10% deduction per day late from the final score and will not be accepted three days after the due date.

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Assessments

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1. Active Online Presence & Discussion Boards (Attendance; 5 discussions 30 points total).
Active attendance and online presence is defined as the exchange of ideas between colleagues engaged in scholarly inquiry is a key aspect of doctoral graduate-level learning and is a required activity in this course. During the weeks where there is an online discussion prompt each student is expected to participate at least two separate days a week in the weekly Discussion area. Discussion topics/questions are provided in the "Discussion" section of the learning week.

Discussion Post Rubric (5 discussions 30 points total)

	1 – Does Not Meet Expectations (0-2 points)	2 – Meets Expectations (2.5 points)	3 – Exceeds Expectations (3 points)
Discussion Post Qualities	Post is not complete, not written in a clear manner OR post is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors; not consistent with graduate level work	Post presents most elements of the question OR all elements discussed in a brief manner. Post is evident of graduate level work with some grammatical/APA errors.	Post presents all elements of the question(s) discussed thoroughly and clearly. Post is evident of graduate level work with few to no grammatical/APA errors.

Response Post Rubric

	1 – Does Not Meet Expectations (0-2 points)	2 – Meets Expectations (2.5 points)	3 – Exceeds Expectations (3 points)
Response Post Qualities	Response is not complete, missing critical components OR feedback is not thoughtful. Response has several grammatical/APA errors and not consistent with graduate level work.	Response presents most elements in a brief manner. Response is evident of graduate level work with some grammatical/APA errors.	Response presents all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Response is evident of graduate level work with few to no grammatical/ APA errors.

It is your responsibility to check our online classroom on a weekly basis for discussion questions, not knowing is not an acceptable reason for failure to participate. In addition, you are expected to respond to the postings of your peers. To count as participation, responses need to be thoughtful; that is, they must refer to the week's readings, relevant issues in the news, information obtained from other sources, and/or ideas expressed in other class members' postings. Where appropriate, you should use references to support your position (with a complete citation at the end of your response). The discussion questions require a response to a minimum of one other student's posting; it should be no more than two paragraphs long.

If there is a Discussion question for the week, initial postings/responses are due by Thursday at midnight, and responses to your peers are due by Sunday at 11:59 p.m. It is important to adhere to the weekly time frame to allow others ample time to respond to your posting. There will be a total of 5 graded discussion boards for this course. Late postings are not accepted and no points will be earned.

Recommendation: It is recommended that you type your discussion post responses in a word processing program such as Microsoft Word in case your D2L window times out or in case of technical malfunction. This is also helpful with formatting, grammatical issues and spelling as well. All graded assignments (including discussion boards) are due on Sunday at 11:59 p.m. (excluding first posts which are due on Thursdays) unless otherwise specified by the instructor. Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due by 11:59pm. Late assignments will have 10% deduction per day late from the final score.

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2. Collage (30 Points):

Create a collage to show power, oppression, and privilege for one sub population of the SOGI community. You can be as creative as you would like. Your collage can be made from any medium you would like, including digital forms- BE CREATIVE! You will submit a picture or document to D2L and upload a video to share with your classmates to describe and share your work in a discussion post.

Collage Rubric

	1 – Does Not Meet Expectations (0-7.9 points)	2 – Meets Expectations (8-8.9 points)	3 – Exceeds Expectations (9-10 points)
Collage (10 points)	Knowledge of content was not identified/addressed, or information provided was underdeveloped; Completeness of assignment was underdeveloped; does not meet standards of doctoral level coursework	Knowledge of content was identified/addressed but missing one or two key considerations; Completeness of assignment but missing one or two key considerations; meets standards of doctoral level coursework	Information is well organized and informative, provides a balanced presentation of the varied view of the topic, and indicates evidence of the student's thoughtful analysis of the topic; meets standards of doctoral level coursework
Review (10 points)	Did not effectively identify, compiled, and effectively utilized detailed, accurate and appropriate evidence to support all points. Themes chose were not convincing and supported with evidence.	Identified, compiled, and effectively utilized detailed, accurate and appropriate evidence to support most points but missed 2-3 key points. Themes chose are convincing with some supported with evidence.	Identifies, compiles, and effectively utilized detailed, accurate and appropriate evidence to support all points. Themes chosen are convincing and supported with evidence.
Video Description (10 points)	The student does not speak clearly, without confidence and poise. Does not convey message of collage as it relates to personal style choices.	The student somewhat speaks clearly, with confidence and poise. Somewhat conveys message of collage as it relates to personal style choices	The student speaks clearly, with confidence and poise. Completely conveys message of collage as it relates to personal style choices.

3. Case Conceptualization (100 Points):

Students will form groups of 2-4 and pick a case example from one of the chapters in the book (Chapters 11-22). Using an affirmative informed practice, ALGBTIC Competencies, cited research and information from your readings, write an 8-10 page paper completing a full case conceptualization of the case example. You will turn in one paper as a group.

Use the headings provided and address the following:

A) Rapport:
   a. How will you develop rapport with this client?
   b. What, if any, potential problems do you anticipate in developing rapport with this client?
B) Assessment:

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a. View the client within their environmental contexts- consider influences from societal, parental, familial, cultural, spiritual, and peer environments. Particularly notice the impact that any of the following may have had in your client's- life: race, language, religion, spirituality, gender, familial migration history, sexual orientation, current level of identity integration, age and cohort, physical and mental capacity, socioeconomic situation and history, education, and any history of traumatic experiences.
      i. What is clinically significant in the person's environment, past and present?
      ii. What is your client's likely view of the presenting issue? What likely defines the problem that your client is presenting within their multicultural milieu?
      iii. Which LGB competencies guidelines (AGLBTIC) appear important to this case? Why?
b. View the client with DSM 5.
      i. What is/are the likely diagnosis or diagnoses?
      ii. What is your clinical justification for the diagnosis or the diagnoses? Tip: use DSM criteria, current presentation and past evaluation or treatment history to justify.
      iii. Are there differentials that you also considered? What were they? Why are they less likely than the diagnosis you chose?
      iv. What, if anything, is missing in the scenario that would have better helped you with the diagnosis or the differentials that you considered?
      v. What, if any, are the medical or environmental stressors that should also be considered before giving a diagnosis?
      vi. How might a clinician with heterosexist bias over diagnose this client? What would they see?
      vii. How might a clinician who is too concerned about being biased miss the appropriate diagnosis by under diagnosing? What would they see?
C) Treatment Plan:
   a. What are the strengths this client has that can assist them with resiliency and a positive outcome from care?
   b. What challenge/s does this client have that may have potential to effect a positive outcome?
   c. What are the treatment goals you recommend? Tip: make a problem list from the scenario and then rank the importance to determine which goals should be included.
   d. How would you objectively measure the progress of each of these goals? Tip: must be stated in a measurable term; i.e. something you could see or hear that would indicate movement in the plan.
   e. How many sessions, (weeks, months or years), do you anticipate you will need to assist this client? Why did you choose that time frame?
D) Intervention:
   a. What evidence-based options do you have? Which would you choose for the least restrictive and most cost effective option that will likely result in a positive outcome?

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b. Describe how you would help this client.
c. What affirmative considerations should you make for these interventions?
d. What modalities are appropriate?
e. Is there a need for coordination of care, referrals or community resources? If so, provide referral information that are culturally appropriate and for a local client.

E) Prognosis:
a. What is your prognosis for this client? Why?

Case Conceptualization Rubric

	1- Does not meet expectations 0-14.9 pts	2-Meets expectations 15-17.9	3- Exceeds Expectations 18-20 pts
Identification of the problem, (20 points)	Identifies and understands few of the issues in case scenario and/or more than two areas of required content are inadequately addressed or missing.	Identifies and understands most of the main issues in the case scenario. Evidence of all required content.	Identifies & understands all of the main issues in the case scenario. Evidence of all required content.
Conceptualization (20 points)	Conceptualization of the client and the population not representative of SOGI learning outcomes. Incomplete assessment of the issues and clinical justification is not adequate	Conceptualization of the client and the population representative of SOGI learning outcomes partially but not fully. Thorough assessment of most of the issues with reasonable clinical justification.	Conceptualization of the client and the population representative of SOGI learning outcomes. Insightful and thorough assessment of all the issues with reasonable clinical justification.
Plan of Action (20 points)	Little or no action suggested, and/or inappropriate treatment plans or intervention to all of the issues in the case scenario.	Appropriate, well thought out comments about treatment plans and interventions or proposals for solutions, to most of the issues in the case scenario. Most culturally responsive referrals were identified.	Well documented, reasoned, evidence-based with references. Evidence of efficient and effective plan and appropriate comments on treatment plans and interventions and/or proposals for solutions, to all issues in the case scenario. Culturally responsive referrals were identified.
Evaluation (20 points)	Did not critically evaluate the client's case. Did not include evaluative criteria. Lack of application to the future. Lack of reflexivity.	Critically evaluated the client's case. Included evaluative criteria that mostly captured the information needed. Good application to the future with areas for improvement.	Critically evaluated the client's case. Included appropriate evaluative criteria and data to support the prognosis. Demonstrated reflexivity and critical consciousness.

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Mechanics APA Style, Writing Style, and Overall Organization (20 points) .	Does not adhere to APA style; poor grammar and sentence structure; paper is disorganized; omission of in-text citations and references (if appropriate)	Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references (if appropriate)	Completely adhere to APA style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate)

4. Mock Conference Presentation (100 Points):

You will be creating a presentation that you could submit to a professional conference with an audience of mental health professionals and/or school counselors. Students are to choose from the chapters or topics listed below and outline how you would apply the ALGBTIC LGBQQIA Competencies to the population. You will create a video presentation with the chapter information and outside information (i.e. research articles, a website with resources, support groups, local resources and statistics). Students must use three to four articles/outside resources from peer reviews sources or resources that are in support of the community. presentations will be 20-30 minutes and can be recorded in Zoom or as a PowerPoint with voiceover.

- Chapters from *Affirmative Counseling with LGBTQI+ People*
- Chapter 11-Counseling Lesbian Clients
- Chapter 12-Counseling Gay Male Clients
- Chapter 13-Counseling Bisexual/Pansexual Clients
- Chapter 14-Counseling other Non-Monosexual Identity Clients
- Chapter 15-Counseling Queer and Genderqueer Clients
- Chapter 16-Counseling Clients Questions Their Affectional Orientation
- Chapter 17-Counseling Intersex Clients
- Chapter 18-Counseling Asexual Clients
- Chapter 19-Counseling Two-Spirit Clients
- Chapter 20-Counseling an LGBTQI+ Person of Color
- Chapter 21-Counseling LGBTQ+ Immigrants Clients
- Chapter 22-The Role of Religion and Spirituality the LGBTQI+ Client

Presentation needs to include:
- Title
- Introduction
- Awareness of Differences
- Identity Development
- Relationships
- Experience of Bias
- Social Aggression/Oppression
- Physical Issues and Health Care
- Potential Mental Health Challenges
- Counseling Skills and Techniques
- Case Study
- Resources (Local and National)

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- References

Mock Conference Presentation

	1 – Does not meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Title and Introduction (5 points)	Presentation does not include crucial components (missing more than 2). Presentation does not discuss components thoroughly. Presentation does not include peer reviewed literature.	Presentation includes areas mentioned however does not discuss them thoroughly OR paper is missing 1-2 crucial components	Presentation includes clear introduction to the special topic.
Awareness of Differences (10 points)	Presentation does not include crucial components (missing more than 2). Presentation does not discuss components thoroughly. Presentation does not include peer reviewed literature.	Presentation includes areas mentioned however does not discuss them thoroughly OR paper is missing 1-2 crucial components	Presentation accurately reviews the differences that are specific to the chosen special population.
Identity Development (10 points)	Presentation does not include crucial components (missing more than 2). Presentation does not discuss components thoroughly. Presentation does not include peer reviewed literature.	Presentation includes areas mentioned however does not discuss them thoroughly OR paper is missing 1-2 crucial components	Presentation includes an outline of how identity develops for the chosen special population.
Relationships (10 points)	Presentation does not include crucial components (missing more than 2). Presentation does not discuss components thoroughly. Presentation does not include peer reviewed literature.	Presentation includes areas mentioned however does not discuss them thoroughly OR paper is missing 1-2 crucial components	Presentation includes a review of relationships for the chosen special population.
Experience of Bias (10 points)	Presentation does not include crucial components (missing more than 2). Presentation does not discuss components thoroughly. Presentation does not include peer reviewed literature.	Presentation includes areas mentioned however does not discuss them thoroughly OR paper is missing 1-2 crucial components	Presentation includes an outline of how the chosen special population experiences bias.
Social Aggression/Oppression (10 points)	Presentation does not include crucial components (missing more than 2). Presentation does not discuss components thoroughly. Presentation does not include peer reviewed literature.	Presentation includes areas mentioned however does not discuss them thoroughly OR paper is missing 1-2 crucial components	Presentation includes an outline of how the chosen special population experiences social aggression and oppression.
Physical Issues and Health Care (10 points)	Presentation does not include crucial components (missing more than 2). Presentation does not discuss components thoroughly. Presentation does not include peer reviewed literature.	Presentation includes areas mentioned however does not discuss them thoroughly OR paper is missing 1-2 crucial components	Presentation includes specific physical & mental health issues for the chosen special population.

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Counseling Skills and Techniques (10 points)	Presentation does not include crucial components (missing more than 2). Presentation does not discuss components thoroughly. Presentation does not include peer reviewed literature.	Presentation includes areas mentioned however does not discuss them thoroughly OR paper is missing 1-2 crucial components	Presentation includes examples of counseling skills and techniques to use with the chosen special population.
Case Study (10 points)	Presentation does not include crucial components (missing more than 2). Presentation does not discuss components thoroughly. Presentation does not include peer reviewed literature.	Presentation includes areas mentioned however does not discuss them thoroughly OR paper is missing 1-2 crucial components	Presentation includes a case study of an individual/relationship from the chosen special population.
Resources (Local and National) (10 points)	Presentation does not include crucial components (missing more than 2). Presentation does not discuss components thoroughly. Presentation does not include peer reviewed literature.	Presentation includes areas mentioned however does not discuss them thoroughly OR paper is missing 1-2 crucial components	Presentation includes an outline of resources for the chosen special population.
APA/ Grammar/ Writing Style (5 points)	Paper does not clearly follow APA (7th edition) standards. Paper is not written at doctoral level standards, but Paper has significant errors (more than 5). Paper is disorganized and does not flow well.	Paper clearly follows APA (7th edition) standards. Paper is written at doctoral level standards but has more than 4 errors. Paper is somewhat organized and somewhat flows well.	Paper clearly follows APA (7th edition) standards. Paper is written at doctoral level standards. Paper has few to no errors. Paper is organized and flows well.

TECHNOLOGY REQUIREMENTS
Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.

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- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer

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- o Speakers or headphones.
- o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Running the browser check will ensure your internet browser is supported.
  - Pop-ups are allowed.
  - JavaScript is enabled.
  - Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player https://get.adobe.com/shockwave/
  - o Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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COMMUNICATION AND SUPPORT
Brightspace Support
Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

The syllabus/schedule are subject to change.

http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835

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Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Date	Topic	Readings	Assignments
1st Week June 6- 10	Introductions and Course Overview Topic: Developing Competencies Science of gender and affectional orientation	Required: Ginicola et al. (2017). Chapters 1&2 Additional: ALGBTIC LGBQQIA Competencies Taskforce Moe, J., Johnson, K. Park, K., & Finnerty, P. (2019) Patterson, C. J., Augelli, A. R. (Eds.). (2013)- Chapter 20	

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2nd Week June 13- 17	Topic: Growing up LGBQ Youth development Identity Integration models Micro-aggression Minority stress	<u>Required:</u> Ginicola et al., (2017). Chapters 3&4 <u>Additional:</u> ALGBTIC LGBQQIA Competencies Taskforce Nadal, K. L. (2013)- Chapter 2-6 Patterson, C. J., Augelli, A. R. (Eds.). (2013)- Chapter 7&18	**Discussion Board 1**
3rd Week June 20- 24	Topic: LGBQ Persons in Adulthood Becoming an Ally: Personal, Clinical, and School-based Social Justice Interventions	<u>Required:</u> Ginicola et al., (2017). Chapters 5&25 <u>Additional:</u> Patterson, C. J., Augelli, A. R. (Eds.). (2013)- Chapter 8 Daum, C. W. (2020)	
4th Week June 27- July 1	Topic: Identity development, coming out, living out and family adjustment Physical mental health challenges Substance Abuse Case study	<u>Required:</u> Ginicola et al., (2017). Chapters 6&7 <u>Additional:</u> ALGBTIC LGBQQIA Competencies Taskforce DeBord, K., Fischer, A., Bieschke, K., & Perez, R. (2017)- Chapter 1 Patterson, C. J., Augelli, A. R. (Eds.). (2013)- Chapter 15	**Discussion Board 2**
5th Week July 4- 8	Topic: Affirmative, strength based counseling Evidenced based practices Disaffirming therapy	<u>Required:</u> Ginicola et al., (2017). Chapters 8-10 <u>Additional:</u> ALGBTIC LGBQQIA Competencies Taskforce DeBord, K., Fischer, A., Bieschke, K., & Perez, R. (2017)- Chapter 8&12	**Collage Due**
6th Week July 11- 15	Topic: Counseling Lesbian clients Lesbian Case study	<u>Required:</u> Ginicola et al., (2017). Chapter 11 <u>Additional:</u> DeBord, K., Fischer, A., Bieschke, K., & Perez, R. (2017)- Chapter 2 Patterson, C. J., Augelli, A. R. (Eds.). (2013)- Chapter 1&13	**Discussion Board 3**
7th Week July 18- 22	Topic: Counseling Gay Male clients Gay male case study	<u>Required:</u> Ginicola et al., (2017). Chapter 12 <u>Additional:</u> DeBord, K., Fischer, A., Bieschke, K., & Perez, R. (2017)- Chapter 3 Patterson, C. J., Augelli, A. R. (Eds.). (2013)- Chapter 2&14	

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8th Week July 25- 29	Topic: Counseling Bisexual/Pansexual Clients Counseling other Non-Monosexual Identity Clients	Required: Ginicola et al., (2017). Chapter 13&14 Additional: DeBord, K., Fischer, A., Bieschke, K., & Perez, R. (2017)- Chapter 4 Patterson, C. J., Augelli, A. R. (Eds.). (2013)- Chapter 3&13	**Case Conceptualization Due** **Discussion Board 4**
9th Week August 1- 5	Topic: Counseling Queer and Genderqueer Clients, Counseling Clients Questions Their Affectional Orientation, Counseling Intersex Clients, Counseling Asexual Clients, Counseling Two-Spirit Clients	Required: Ginicola et al., (2017). Chapter 15-19 Additional: Richards, C., Bouman, W. P., Seal, L., Barker, M. J., Nieder, T. O., & T'Sjoen, G. (2016) Pinto, S. A. (2014) Garrett, M. T., & Barret, B. (2003)	**Discussion Board 5**
10th Week August 8- 12	Topic: Counseling an LGBTQI+ Person of Color Counseling LGBTQ+ Immigrants Clients The Role of Religion and Spirituality the LGBTQI+ Client The GRACE Model of Counseling: Navigating intersections of affectional orientation and Christian spirituality Working with LGBTQI+ Clients who have experienced religious and spiritual abuse using a trauma-informed approach	Required: Ginicola et al., (2017). Chapter 20&21, 22-24 Additional: Patterson, C. J., Augelli, A. R. (Eds.). (2013)- Chapter 19&20 DeBord, K., Fischer, A., Bieschke, K., & Perez, R. (2017)- Chapter 13	**Mock Conference Presentation Due**

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