**LGBTQ+ Trauma, Mental Health & Well-being**

**WMST 399-001 INTS 375-001 SOCW 475-001 SOCI 395-004**

**George Mason University – Spring 2023**

**Syllabus**

Instructor: Ric Chollar, LCSW Class Meets: Mondays, 4:30-7:10 pm (Pronouns: he, him, his) Location: Aquia Bldg 347

Email: [rchollar@gmu.edu](about:blank) Office: Women & Gender Studies Phone: (703) 909-0321 Johnson Center Rm 240K Office Hours: By appointment

**Course Description:**

LGBTQ+ Trauma, Mental Health and Well-Being will explore the history, challenges and effective approaches to respond to trauma and promote the mental health and well-being of Lesbian, Gay, Bisexual, Transgender, Queer and Questioning + (LGBTQ+) people. Using social justice, feminist and intersectional lenses, we will examine political, social, cultural, and individual constructions and meanings of “trauma,” “mental health,” and “well-being” as they apply to LGBTQ+ communities and people. We will study the history, consequences, and current manifestations of medicalizing and pathologizing gender and sexual minority people.

The course will investigate the disproportionate risks and prevalence of trauma and mental health challenges experienced by queer people including depression, anxiety, substance abuse, self-harm and suicidality. And how do race, culture, social class, gender, religious background intersect with LGBTQ identity (of potential client/participant as well as potential therapist/helper/ally) in understanding trauma and mental health challenges, responding to them, and promoting strength, resilience, and wellbeing?

**Learning Objectives:** Through completion of this course, students will be able to

* Deconstruct political, social, cultural, and individual meanings of “trauma,” “mental health,” and “wellbeing” as they apply to LGBTQ+ people.
* Understand the history, consequences, and current manifestations of criminalizing, medicalizing and pathologizing gender and sexual minority people
* Understand the disproportionate risks and prevalence of trauma and mental health challenges experienced by queer people
* Analyze how race, culture, social class, gender, religious background intersect with LGBTQ identity in understanding LGBTQ trauma and mental health challenges, in responding to them, and in promoting strength, resilience and wellbeing in LGBTQ people.
* Gain increased familiarity with a range of models, approaches and practices of LGBTQ-affirming, trauma-informed mental health care

**Readings:**

Chapters, articles, selections from the following texts are available online or as PDFs:

Social Work Practice with the LGBTQ Community: The Intersection of History, Health, Mental Health, and Policy Factors, Michael P. Dentato, Ed. (2018) Oxford University Press.

Trans Bodies, Trans Selves: A Resource by and for Transgender Communities, 2nd Edition

Laura Erickson-Schroth, Ed. (2022) Oxford University Press.

Trauma, Resilience, and Health Promotion in LGBT Patients: What Every Healthcare Provider Should Know by Kristen Eckstrand, Jennifer Potter, Eds, (2017) Springer Publishing.

Gross, Larry, and Woods, James D., eds. 1999. (Referred to as “G&W” in Course Outline/Schedule). The Columbia Reader on Lesbians & Gay Men in Media, Society & Politics*.* New York: Columbia University Press.

Stryker, Susan, & Whittle, Stephen, eds. 2006. (Referred to as “S&W” in Course Outline/Schedule) The Transgender Studies Reader. New York: Routledge/Taylor & Francis Group. (Available as PDF)

The Transgender Studies Reader Remix, by Susan Stryker, Dylan McCarthy Blackston, Eds. (2022) Routledge.

Identity Development of College Students: Advancing Frameworks for Multiple Dimensions of Identity. (2013) Susan R. Jones & Elisa S. Abes. Jossey-Bass.

Internalized Oppression: The Psychology of Marginalized Groups. (2014) E.J.R. David, Ph.D., Ed. Springer Publishing.

My Grandmother’s Hands, Resmaa Menakem (2017). Las Vegas: Central Recovery Press.

Additional readings, online resources will be available through Blackboard

**Course Requirements:**

Reading Check-ins (4 of them, 5 points each) 20 points

Reflection & Analysis Posts (RAPs) -OR- Annotations

Leadership/Facilitation of Class Session 20 points

Oral History Interview 20 points

Final Research Paper/Term Project

or Self Care Practice 20 points

Class Engagement/Participation +20 points

100 points possible

**1) Reading Check-ins: Reflection & Analysis Posts (RAPs) OR Annotations**

For 4 weeks of the semester, you will use one of two formats to demonstrate your processing, understanding, and engaging with the week’s readings (or viewings). For each of these reading check-in weeks, you can choose which format works best for your preferred learning style: either a Reflection & Analysis Post (RAP) submitted to our Blackboard discussion thread, or Annotations with the readings which the instructor will review. You do not need to stick with the same method over the 4 weeks; you can use either method for each check-in. Each week’s submission (RAP or Annotations) will be scored on a 5-point scale, with a maximum of 20 points possible for the 4 check-ins.

**Option A) Reflection & Analysis Posts (RAPs):** Students can choose to write up a Reflection & Analysis post (RAP) for the cluster of essays/text we read for that week. Your submission should identify and evaluate the readings’ relevance to the class (think of overarching themes, not a page-by-page or article-by-article summary), compare them to previous readings, and/or draw on related personal or scholarly examples from outside class.

AND …. For each week, we ask you to also respond to the reflection posts of at least two other students.

RAPs should be posted to Blackboard. More details on the Reflections & Analysis Posts (RAP) option, in the Reading Check-ins Assignment Sheet, on Blackboard. Also, see “Examples of RAP’s” handout on Blackboard.

**POSTS ARE DUE ON SUNDAY NIGHT BEFORE MONDAY’S CLASS, BY MIDNIGHT.**

**RESPONSES TO POSTS ARE DUE MONDAY BEFORE CLASS**

**Option B) Annotations:** With this option, students will come to class with notes that document your understanding and interacting with the assigned readings. You may come in with printed, annotated copies of the readings or keep notes on separate pages; and you can organize either format into a binder/folder. You may annotate with typing onto pages separate from the reading itself or use pencils, pens, highlighters, sticky notes attached to the text. Readings should be annotated with the goal of having a conversation with the text.

AND …. For each week, we ask you to also respond to the reflection posts on Blackboard of at least two other students. **RESPONSES TO POSTS ARE DUE MONDAY BEFORE CLASS**

More details on the Annotations option, in the Reading Check-ins Assignment Sheet, on Blackboard.

**2) Leadership/Facilitation of Class Session**

Individually, in pairs or groups, students will lead discussion/activity for a period of class each week.  Students are required to do this one time during the semester and will be assigned to a week according to their preference of topic. Each person/pair/group will choose a **contemporary** example of media to be discussed that connects to the topic we are focusing on that week and provide discussion prompts/activities to structure approximately 30 minutes for that class period.  Forms of media include television shows, films, videos, interviews, newspaper and magazine articles, popular music, literature, advertisements, and blog articles. Presentations will be evaluated according to preparation, thoughtfulness, thoroughness, creativity and relevance to topic for that class period.  Leaders may also incorporate activities for the class such as group work or brief in-class writings. The point of this exercise is to connect the topics from class to **current events** and/or our **present-day experiences** in and beyond the classroom.

**3) Oral History Interview [Presentations Due April 10]**

Each student will interview a person who has a marginalized gender and/or sexual identity and present a summary of your interview to the class. The purpose is to learn about an LGBTQ+ person’s life story, including their intersecting social identities, histories, challenges and supports for their mental health. Students will each make brief, 3-5 minute in-person or video presentations and submit brief (3-5 page) written summaries about what you learned about the person and process of the interview. [Further guidance and details in separate documents]

**4) Final Research Paper (10-15 pages) OR Term Project (4-6 pages) OR Self-Care Activity Practice/Journal:** You have three options for your final project/paper in this course:

**Option 1:** If you choose this option, you will prepare a 10-15-page **analytical/research paper** on a topic of your choice that relates to LGBTQ+ mental health, trauma and/or well-being. You will be expected to draw on both course material & your own scholarly research.

**Option 2:** If you choose this option, you will plan & carry out a **term project** that promotes LGBTQ+ mental health & well-being, enhances the visibility of LGBTQ issues and/or improves the community climate around gender & sexuality issues. Additionally, you will prepare a brief (4-6-page) paper analyzing the work that you have done & relating it to course material. Here are some ideas for projects. These are just examples; you are encouraged to create a project reflecting your own interests:

* Develop an annotated videography for films on queer trauma/mental health issues in the Johnson Center Media Collection
* Script and present performance art about gender & sexuality (such as poetry reading, dance, drag)
* Organize and facilitate a virtual discussion, outside of class, on a queer topic – you might center such an event around a guest speaker (or several speakers) or a film
* Create a bibliography of the books on LGBTQ+ trauma and/or mental health issues available through the Women & Gender Studies Center
* Conduct an ethnographic project on the trauma, mental health needs & experiences of queer folks of color on campus
* Conduct an ethnographic project on the trauma, mental health needs & experiences of trans folks on campus
* \* Volunteer your time & energy at the Whitman Walker Health, HIPS, the Mautner Project, or another agency addressing LGBTQ trauma and/or healthcare concerns

\*[This option will require contacting the organization very early on,

towards the beginning of the semester] \*

* Write a selection for a children’s book (5-10 pages)
* Create one of the following:
* a website -or-
  + a video/short documentary (3-7 minutes). -or-
  + a podcast (with more than just you talking) (5-10 minutes)
* Any other project which would require significant effort and enhance the mental health & well-being of LGBTQ+ students, staff, and/or faculty at GMU or in the NoVa/DC community

**Option 3:** If you choose this option, you will engage in a **self-care activity, practice, or tool** that’s new or different for you, for at least 20 minutes, at least 3 times a week, for at least 3 weeks. The purpose is to practice promoting your own mental health & well-being. Keep a journal (or other system of documentation, self- reflection, affirmation & accountability that works for you). [Further guidance, details, and examples in separate documents]

The final assignment (with whichever one of the 3 options above you choose)includes the following **3 components (with due dates):**

**Project Proposal (1-2 pages**): [**Due April 24]** Your project proposal should explain your topic as it relates to this course. The proposal should include:

1. Which of the 3 options you’ll be doing
2. Objective and brief description of your topic, project or self-care practice
3. How you will relate your paper, project, or practice to the materials we have discussed in this course (by topic, through research methodology, theoretical orientation)

**Oral/Video Presentation:** **[Due May 15]** Your project presentation should include both verbal and visual elements. In addition to offering concise and engaging information about your topic and explaining the main tenets of your paper, the presentation should include a creative visual presentation of your data (i.e., video, poster, handout, PowerPoint presentation, or other interactive illustration). The presentation should be 5-7 minutes long, so be aware of and constructive with time.

**Final Paper or Write-up of Project, Self-Care Practice:** [**Due May 15]** In particular, we will look for the following:

* Detailed description and introduction to your topic or your project
* Careful, grounded use of concepts from class
* Creative, informed use of additional literature in LGBTQ+ and/or mental health/trauma studies
* Original, provocative, compelling ideas on your topic
* Logical development and clear organization of those ideas
* Clear and consistent use of citations, bibliography, page numbers, etc.
* Sentences that are free of grammatical mistakes and misspellings

**5) Class Engagement/Participation:** Your class participation points will be measured by your *informed* participation in class discussions, small-group discussions, and/or coursework-related consultations during office hours. Sharing your knowledge of the readings each week, as well as your personal connections to the material, helps to develop a thought-provoking environment for everyone to learn from and teach each other. As the semester progresses, you will be encouraged to draw earlier readings into your written work and class discussions, so we suggest that you take notes on the materials you read to aid you in this task.

Listening deeply, openly, and thoughtfully to the instructor and other class members also contributes to a learning community that’s ‘safe-enough’ – listening is considered valued participation.

Prompt and regular attendance in class is also expected and recurrent absences or lateness will negatively impact your class participation grade.

**Grades:**

You can track your performance in this course using Blackboard. Please notify us immediately if you see a discrepancy between your records of work submitted or grades entered and those listed on Blackboard. This course is not graded on a curve. Grades will directly correspond with the listed grading scale (so, you always know what to expect).

Grading Scale (in points):

|  |  |  |  |
| --- | --- | --- | --- |
| A+ (100-98)  A (97.9-94)  A- (93.9-90) | B+ (89.9-87)  B (86.9-84)  B- (83.9-80) | C+ (79.9-77)  C (76.9-74)  C- (73.9-70) | D (69.9-60)  F (59.9-below) |

**Course Schedule**

**January 23 Introduction, Building Learning Community**

**January 30       LGBTQ+/Queer Identities & Communities;**

**Labels, Identities, Constructs & Assumptions**

* Feinberg, “To Be or Not to Be” (G&W 13)
* Who's the 'Q' in LGBTQ? Study shines light on 'queer' identities. - Jan. 23, 2020

by Tim Fitzsimons (NBC Out) - [https://www.nbcnews.com/feature/nbc-out/who-s-q-lgbtq-study-shines-light-queer-identities-n1121521](about:blank)

* Muna, “Rethinking Masculinities: A Queer Woman of Color’s Perspective” (The Feminist Wire) [http://thefeministwire.com/2013/03/rethinking-masculinities-a-queer-woman-of-colors-perspective/](about:blank)
* Culturally Competent Psychotherapy for the Asexual Community –by Jared Boot, Society for the Advancement of Psychotherapy [https://societyforpsychotherapy.org/culturally-competent-psychotherapy-for-the-asexual-community/](about:blank)
* Our Selves (Mira C. Jourdan and Harper B. Keenan), Chapter 1 in Trans Bodies, Trans Selves: A Resource for the Transgender Community, 2nd Ed, Oxford University Press, 2022.

**February 6     Theories, Models, & Assumptions of Identity Development**

* Queer Theory. Chapter 8 in Identity Development of College Students: Advancing Frameworks for Multiple Dimensions of Identity. (2013) Susan R. Jones & Elisa S. Abes. Jossey-Bass.
* Identity Development (Tyler M. Argüello). Chapter 4 in *Social Work Practice with the LGBTQ Community*
* Coming Out (Reid Vanderburgh). Chapter 7 in *Trans Bodies, Trans Selves*
* Risk and Resilience During Transgender Identity Development: The Effects of Awareness and Engagement with Other Transgender People on Affect. Testa, Rylan J., Jimenez, Crystal L. & Rankin, Susan (Sue). Journal of Gay & Lesbian Mental Health. Jan-Mar2014, Vol. 18 Issue 1, p31-46. [http://mutex.gmu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=qth&AN=94240499&site=ehost-live&scope=site](about:blank)
* Butler, Judith. Your Behavior Creates Your Gender. [https://www.youtube.com/watch?v=Bo7o2LYATDc](about:blank)

**\*\*\* 1st Reading Check-in –**

*If doing Reflection/Analysis Post (RAP) Due on Blackboard Discussion Board by Midnight Sunday night. If doing Annotations, bring to class; Responses to Posts Due Monday before class.*

**February 13 Criminalizing, Medicalizing, Pathologizing Gender & Sexuality:**

**History, Consequences, and Current Manifestations**

* The History of Psychiatry & Homosexuality ([LGBT Issues Committee](about:blank#LGBTcommittee) of the Group for  the Advancement of Psychiatry [GAP])  
  [http://www.aglp.org/gap/1\_history/](about:blank)
* Marmor, Bieber, Gold. Should Homosexuality Be in the APA Nomenclature? (G&W 24)
* Medical Intervention and LGBT People: A Brief History (Sophia Shapiro and Tia Powell), Chapter 2 in *Trauma, Resilience, and Health Promotion in LGBT Patients*.
* Emily St. James, (2022), “What’s so scary about a transgender child?” Vox.com [https://www.vox.com/policy-and-politics/23281683/trans-kids-transition-medicine-surgery](about:blank)
* Conversion Therapy – GLAAD website [https://www.glaad.org/conversiontherapy?response\_type=embed](about:blank)
* Graham Gremore, (2020). “Ex-Gay clinic calls it quits after founder comes out as gay and nobody wants to work there anymore.” Queerty. [https://www.queerty.com/ex-gay-clinic-calls-quits-founder-comes-gay-nobody-wants-work-anymore-20200623](about:blank)
* Apology Letter from Alan Chambers, Exodus, “Group That Had Aimed To "Change" Gays to Shut Down, Leader Also Offered Apology (June 2013)

***\*\* In class: Group Facilitation/Presentation(s)***

**February 20 Intersectionality: Race, Culture & Difference**

* Hilal, Ghaith. “Eight Questions Palestinian Queers Are Tired of Hearing. (The Electronic Intifada, November 27, 2013) [http://electronicintifada.net/content/eight-questions-palestinian-queers-are-tired-hearing/12951](about:blank)
* Jones, Saeed. 2013. “The Tempered Joy Of Being Gay And Black On A Day Like Today” [http://www.buzzfeed.com/saeedjones/the-tempered-joy-of-being-gay-and-black-on-a-day-like-today](about:blank)
* Vaccaro, AnneMarie; Mena, Jasmine. (2011) It’s Not Burnout, It’s More: Queer College Activists of Color and Mental Health. Journal of Gay & Lesbian Mental Health, 15:339–367.
* Mingus, Mia, “Moving Toward the Ugly: A Politic Beyond Desirability.” Femmes of Color Symposium Keynote Speech, Oakland, CA (8/21/11). [http://leavingevidence.wordpress.com/2011/08/22/moving-toward-the-ugly-a-politic-beyond-desirability/](about:blank)
* “Why Ugliness Is Vital in the Age of Social Media” ALOK talks with writer and disability justice organizer Mia Mingus about beauty, body positivity, and ableism. - [https://www.them.us/story/ugliness-disability-mia-mingus - Oct 2018](about:blank)
* Race, Ethnicity, and Culture (Romeo Romero and Sy Simms). Chapter 2 in *Trans Bodies, Trans Selves.*

***\*\* In class: Group Facilitation/Presentation(s)***

**February 27   Minority Stress & Trauma**

* Cox, Laverne, Huffington Post: “Everybody’s Trans: Gender Oppression Hurts All of Us,”

[http://www.huffingtonpost.com/laverne-cox/everybodys-trans-gender-      o\_b\_1605314.html](about:blank)

* Intersection of Trauma and Identity (Edward Alessi and James Martin), Chapter One in *Trauma, Resilience, and Health Promotion n LGBT Patients: What Every Healthcare Provider Should Know*
* Trauma Impacts on LGBTQ People, by Megan Gandy-Guedes, Kirsten Havig, Anthony P Natale, & David A McLeod, Chapter 6 in *Social Work Practice with the LGBTQ Community*
* “Minority Stress Psycho-Educational Tool,” The Development and Pilot Testing of a Minority Stress Psychoeducation Tool for Transgender and Nonbinary People - Stephanie L. Budge, Elliot A. Tebbe, and Diana Love -

***\*\* 2nd Reading Check-in –***

*If doing Reflection/Analysis Post (RAP) Due on Blackboard Discussion Board by Midnight Sunday night. If doing Annotations, bring to class; Responses to Posts Due Monday before class.*

**March 6 Mental Health Challenges: Anxiety, Depression and Personality Disorders**

* Nadal & Mendoza - Internalized Oppression & LGBT Community, pp 227-252 in: Internalized Oppression: The Psychology of Marginalized Groups. 2014. E.J.R. David, Ph.D., Ed. Springer Publishing.
* Cox, Laverne, Huffington Post: “Gender Anti-Anxiety Medication,” [http://www.huffingtonpost.com/laverne-cox/gender-anti-anxiety-medication\_b\_1009424.html](about:blank),
* Mental Health and Emotional Wellness by Sand Chang, and Nathaniel Sharon, Chapter 14 in *Trans Bodies, Trans Selves*
* [2022 National Survey on LGBTQ Youth Mental Health](about:blank) – Trevor Project [*https://www.thetrevorproject.org/survey-2022/*](about:blank)
* “Mental Health Facts on Bisexual Populations,” American Psychiatric Association, [https://www.psychiatry.org/File%20Library/Psychiatrists/Cultural-Competency/Mental-Health-Disparities/Mental-Health-Facts-for-Bisexual-Populations.pdf](about:blank)

***\*\* In Class: Group Facilitation/Presentation(s)***

**March 13 OFF – Spring Break!!**

**March 20 Substance Use & Abuse, Addiction, Compulsive Behavior**

* Substance Use and Suicide Risk Among LGBTQ Youth - from The Trevor Project’s 2021 National Survey on LGBTQ Youth Mental Health.

[https://www.thetrevorproject.org/research-briefs/substance-use-and-suicide-risk-among-lgbtq-youth-jan-2022/](about:blank)

* Alistair James (2021). “The former chemsex addict helping other LGBTQ people overcome substance abuse issues “– Attitude, London.
* Zac Jones-Gomez (May 3, 2022). Sober Queer Spaces: inclusivity, resistance & joy – Sourced. [https://www.sourcedjourneys.com/post/sober-queer-spaces-inclusivity-resistance-joy](about:blank)
* [Jennifer K. Felner](about:blank), [Jennifer P. Wisdom](about:blank), [Tenneill Williams](about:blank), [Laura Katuska](about:blank), [Sean J. Haley](about:blank), and [Hee-Jin Jun](about:blank) (2020). Stress, coping, and context: Examining substance use among LGBTQ young adults with probable substance use disorders. Psychiatric Services. Psychiatr Serv. 2020 Feb 1; 71(2): 112–120. [https://ps.psychiatryonline.org/doi/10.1176/appi.ps.201900029?url\_ver=Z39.88-2003&rfr\_id=ori:rid:crossref.org&rfr\_dat=cr\_pub%20%200pubmed](about:blank)
* Tobacco use in LGBT communities (2021) Truth Initiative. [https://truthinitiative.org/research-resources/targeted-communities/tobacco-use-lgbt-communities](about:blank)

***\*\* 3rd Reading Check-in –***

*If doing Reflection/Analysis Post (RAP) Due on Blackboard Discussion Board by Midnight Sunday night. If doing Annotations, bring to class; Responses to Posts Due Monday before class.*

**March 27 Violence within-, Violence against- LGBTQ+ Communities**

* Feinberg, L. (1993)Chapter 2.Fr *Stone Butch Blues”* Pp. 13-26. Firebrand Books. (pdf)
* Bornstein, Kate, “Gender Terror, Gender Rage” (S&W pp. 236-243)
* Roy, T. - Intimate Partner Violence- (Chapter 10) in *Lesbian, Gay, Bisexual, and Transgender Healthcare: A Clinical Guide to Preventive, Primary, and Specialist Care.*
* GLSEN, “2021 National School Climate Survey – Executive Summary” [https://www.glsen.org/sites/default/files/2022-10/NSCS-2021-Executive\_Summary-EN.pdf](about:blank)
* The Williams Institute, “Hate Crimes Against LGBT People National Crime Victimization Survey, 2017-2019.” [https://williamsinstitute.law.ucla.edu/publications/hate-crimes-against-lgbt-people/](about:blank)
* Cece Mcdonald, “Injury and Insult: Trayvon Martin, Racism in the System, and a Revolution Among Us.” [http://supportcece.wordpress.com/2013/08/04/injury-and-insult-trayon-martin-racism-in-the-system-and-a-revolution-amongst-us/](about:blank)

***\*\* In Class: Group Facilitation/Presentation(s)***

**April 3   Queer & Trans Bodies: Embodiment, Body Image, Body Modification**

* Butler, “Doing Justice to Someone: Sex Reassignment and Allegories of Transsexuality,” (S&W pp.183-193)
* Chase, “Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism,” (S&W pp. 300-314)
* Spade, “Mutilating Gender,” (S&W pp. 315-333)
* Green, “Look! No, Don’t! Visibility Dilemma for Trans Men,” (S&W pp. 499-508)
* Wilchins, “What Does It Cost to Tell the Truth?” (S&W pp. 547-551)
* Not All Transgender People Have Dysphoria – And Here Are 6 Reasons Why That Matters. August 13, 2015 by Sam Dylan Finch. Everyday Feminism.  [http://everydayfeminism.com/2015/08/not-all-trans-folks-dysphoria/](about:blank)
* Ryan J. Watson, PhD, Jones Adjei, PhD, Elizabeth Saewyc, PhD, RN, Yuko Homma, PhD, RN, & Carol Goodenow, PhD. 2016 Trends and Disparities in Disordered Eating Among Heterosexual and Sexual Minority Adolescents. *International Journal of Eating Disorders* [https://europepmc.org/article/PMC/5768430](about:blank)

***\*\* In class: Group Facilitation/Presentation(s)***

**April 10 Theories of Healing and Recovery from Trauma**

* Creating a Framework for Healing Trauma, by Jamie Marich, Chapter 8 *in Trauma Made Simple*
* Understanding Trauma and Supporting Resilience with LGBT People of Color by Anneliese A. Singh, Chapter 10 in *Trauma, Resilience, and Health Promotion*
* An Overview of Trauma-Informed Care, by Andrés Felipe Sciolla, Chapter 14 in *Trauma, Resilience, and Health Promotion*

***\*\* Oral History Interview Due***

**April 17 LGBTQ+ Mental Health:**

**LGBTQ-Affirming Treatment Approaches, Part 1**

* Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling Competencies for Counseling with Lesbian, Gay, Bisexual, Queer, Questioning, Intersex, and Ally Individuals. (2013) Journal of LGBT Issues in Counseling. Volume 7, Issue 1.
* Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients. American Psychological Association. January 2012.  American Psychologist, Vol. 67, No. 1, 10–42 DOI: 10.1037/a0024659
* Acknowledging the Impact of Social Forces on Sexual Minority Clients: Introduction to the Special Issue on Clinical Practice with LGBTQ Populations.  Alessi, Edward. Clinical Social Work Journal. Sept 2013, Vol. 41 Issue 3, p223-227. [http://mutex.gmu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=89304272&site=ehost-live&scope=site](about:blank)
* The Transgender Journey: What Role Should Therapists Play? March/April 2016. Jean Malpas. Psychotherapy Networker. Accessed online 7-17-2016: [https://www.psychotherapynetworker.org/magazine/article/1003/the-transgender-journey#Comments](about:blank#Comments)
* Incorporating Minority Stress Theory into Clinical Practice with Sexual Minority Populations, by Edward Alessi and Eric Hartman, Chapter 12 in *Social Work Practice with the LGBTQ Community*

***\*\* In Class: Group Presentation/Facilitation(s)***

**April 24 LGBTQ+ Mental Health:**

**LGBTQ-Affirming Treatment Approaches, Part 2**

* Breaking Isolation: Self Care and Community Care Tools for our People. Audre Lorde Project. Accessed online 8-27-2020: [http://alp.org/breaking-isolation-self-care-and-community-care-tools-our-people](about:blank)
* You Can Form a Part of Yourself Online: The Influence of New Media on Identity Development and Coming Out for LGBTQ Youth.  Craig, Shelley L. & McInroy, Lauren. Journal of Gay & Lesbian Mental Health. Jan-Mar2014, Vol. 18 Issue 1, p95-109.
* Find Support: LGBTQ. National Alliance on Mental Illness. [https://www.nami.org/Find-Support/LGBTQ](about:blank)
* The importance of social media when it comes to LGBTQ kids feeling seen.  Amber Leventry. September 19, 2019 [https://www.washingtonpost.com/lifestyle/2019/09/20/importance-social-media-when-it-comes-lgbtq-kids-feeling-seen/](about:blank)
* Survivors of Conversion Therapy Are Making a Community on TikTok [https://jezebel.com/survivors-of-conversion-therapy-are-making-a-community-1844770804](about:blank)

***\*\* In Class: Group Presentation/Facilitation(s)***

***\*\* Proposal Due for Final Paper/Project/Self-Care Practice***

**May 1 Pandemics Then & Now**

* HIV/AIDS in Ric’s World: Personal Journey in Historical Context – pdf
* Vito Russo Why We Fight: transcript of speech [http://www.actupny.org/documents/whfight.html](about:blank)
* Hicks, Stephen. “Black Gay and Bisexual Men Demonstrate High PrEP Adherence in Hotly Anticipated Study” (The Body Pro, February 27, 2019) [http://www.thebodypro.com/content/81633/study-shows-bmsm-demonstrate-high-prep-adherence.html?fbclid=IwAR3DQ-rBmblQm3NmcUu4cQUhzA06Z0BozTbMBkTiFYzRurDVxMXqZ94NSe4](about:blank)

*\*\** ***4th Reading Check-in –***

*If doing Reflection/Analysis Post (RAP) Due on Blackboard Discussion Board by Midnight Sunday night. If doing Annotations, bring to class; Responses to Posts Due Monday before class, Annotations*

**May 8 Reading Days – No Class**

**May 15  (Final Exam Period – Same Time as Regular Class Meeting)**

*\*\*Project Presentations\*\*, Semester Wrap–Up*

*\*\* Final Paper Due\*\**

**Academic & Course Policies**

**Attendance**

You are expected to be present (both body *and* mind) at all classes and actively participate in discussion and other activities. This includes not only speaking, but also listening carefully to others’ opinions and experiences with an open mind. The more you show, through your comments and in-class writing, that you have carefully read the assigned material, the higher your participation grade will be. Much of the value you will receive from this course will come from your reactions to course readings and your interactions with your colleagues. Therefore, your attendance and participation are extremely important to the class and to your learning process. You are expected to read assigned materials on time, to think about readings critically, and to arrive on time to class and prepared to discuss the day’s topics. More than one absence is considered excessive. Please budget your time accordingly with the readings and assignments. If you miss class, please ask another member of the class about what you missed and any assignments.

**Respect**

Do not text or engage in any non-class-related social networking media during class. Each member of the class community will show respect for one another, their ideas, their life experiences, and their comments. You do not need to adopt or agree with another’s viewpoint, but you do need to extend to them the courtesy and respect of trying to hear and understand what they have to say. It is the differences between us that make the course rich, interesting, and a place for learning to thrive. Please honor the life experiences and learning styles of each student with respect, patience and support. We will speak more about class ground rules in the 1st class meeting.

**Campus closure due to inclement weather or other issue**

Occasionally Mason will close due to inclement weather or building problems. When this occurs, look for an email announcement from the professor with updates on assignment or other requirements. You may be expected to participate in online discussions or other equivalent classroom activities so as not to lose momentum.

**Format for assignments**

All written assignments must be typed, double spaced, and use 12-point standard font, one-inch margins. All papers should include a title and your name. Accurate spelling, clarity, and punctuation are expected, and their absence can negatively affect your grade. When citing sources, you also must be consistent in your citation style (feel free to use APA, MLA, or other format, just be consistent throughout your work).

**Late Work**

Ask the instructor in advance if you believe you’ll need to submit your work after deadline.Late assignments will be accepted at instructor’s discretion, and if accepted, will likely have points deducted. Late work may be accepted with a verifiable emergency or if a written medical excuse is provided.

**Course Technology Usage & Requirements**

Activities and assignments in this course will regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional camera and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

All course materials posted to Blackboard or other course site are private to this class; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

* Video-recordings — whether made by instructors or students — of class meetings that include audio, visual, or textual information from other students are private and must not be shared outside the class
* Live video conference meetings (e.g. Collaborate or Zoom) that include audio, textual, or visual information from other students must be viewed privately and not shared with others in your household or recorded and shared outside the class
* Some of our synchronous meetings in this class will be recorded to provide necessary information for students in this class. Recordings will be stored on Blackboard and will only be accessible to students taking this course during this semester.

**Student Use of Electronic Devices**: We will frequently be using the internet as a means to enhance our discussions. We will also be using computers for our in-class writing assignments. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to the class. Such disruptions show a lack of professionalism and may affect your participation grade.

**Email, Privacy Concerns:** Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA) and is an essential aspect of any course. Instructor responsibilities with respect to student privacy are an important consideration in the design of this course, especially–though certainly not exclusively–when it comes to faculty and student digital communication. As an employee of the state of Virginia, it is also required that faculty use our Mason email when communicating with students.

Students must use their MasonLive email account to receive important University information, including communications related to this class. Whenever possible, please address email messages to Ric ([rchollar@gmu.edu](about:blank)). I will not respond to messages sent from or send messages to a non-Mason email address.

**University Policies, Statements and Information**

**Diversity and Inclusion**

As a co-sponsor of this class, [**Women and Gender Studies**](about:blank) seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

**Student and Faculty Names and Pronouns; Inclusive Language & Practices**

Gender identity and pronoun use: If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use ‘He, Him, and His’ for myself, and you can feel free to address me as “Ric”, “Professor,” “Professor Chollar,” or “Mr. Chollar” in email and verbally.

Learn about tools Mason provides to [change their name and pronouns on Mason records](about:blank).

For more information about gender-inclusive language and practices, review the following guides/glossaries:

* [this brief guide](about:blank) (2019) by Mason’s (formerly named) Office of Diversity, Inclusion, and Multicultural Education (ODIME) + LGBTQ Resources,
* Julia Serano’s trans, gender, sexuality, & activism glossary ([http://www.juliaserano.com/terminology.html](about:blank))
* this guide by Radical Copy Editor, ([https://radicalcopyeditor.com/2017/08/31/transgender-style-guide/](about:blank)) - or
* [this longer guide](about:blank) by the American Psychological Association

**Sexual Harassment, Sexual Misconduct, and Interpersonal Violence**

George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. [University Policy 1202: Sexual Harassment and Misconduct](about:blank) speaks to the specifics of Mason’s process, the resources, and the options available to students.

* As a faculty member and designated “Responsible Employee,” I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s [Title IX Coordinator](about:blank) per [university policy 1412](about:blank). If you wish to speak with someone confidentially, please contact the [Student Support and Advocacy Center](about:blank) (703-380-1434) or [Counseling and Psychological Services](about:blank) (703-993-2380). You may also seek assistance from [Mason’s Title IX Coordinator](about:blank) (703-993-8730; [titleix@gmu.edu](about:blank)).

**Disability Accommodations**

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit [http://ds.gmu.edu/](about:blank) for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

**COVID, COVID Safety Plan, as of 12/2022**

George Mason University’s guiding principle: We pledge to support the health, safety, and well-being of the Mason community while fulfilling the university’s mission.

The [COVID Safety Plan](about:blank) (PDF) has been updated as of December 15, 2022.

Vaccinations and Boosters: Mason is strongly encouraging students, faculty, and staff to be fully vaccinated and obtain a booster shot as soon as they are able. You can get a vaccine and booster at Mason.

Masks are now optional. I expect our class climate to be one of mutual respect for one another’s’ choices around wearing masks, and for one another’s health and well-being.

Testing: Mason offers free COVID surveillance testing for asymptomatic students, faculty, and staff. Mason also offers diagnostic testing for symptomatic students and employees. Visit Mason’s [COVID testing website](about:blank) for more information on testing, test site hours, and test procedures.

As of December 15, 2022, individuals are no longer required to report positive test results to the university.

**Academic Integrity**

Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental principles to always follow: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using the appropriate format for this class. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

* As in many classes, a number of projects in this class are designed to be completed within a group. With collaborative work, names of all the participants should appear on the work. Collaborative projects may be divided up so that individual group members complete portions of the whole, provided that group members take sufficient steps to ensure that the pieces conceptually fit together in the end product. Other projects are designed to be undertaken independently. In the latter case, you may discuss your ideas with others and conference with peers on drafts of the work; however, it is not appropriate to give your paper to someone else to revise. You are responsible for making certain that there is no question that the work you hand in is your own. If only your name appears on an assignment, your professor has the right to expect that you have done the work yourself, fully and independently.

**Student Learning Resources**

**Writing Center:** Writing is an important component of this learning community and represents one facet of effective communication. You may wish to use the Writing Center to assist you with an assignment. Online tutors at the Writing Center can help you brainstorm, structure, and revise your written work. The Writing Center can be reached at 703-993-1200; [http://writingcenter.gmu.edu](about:blank) . Additional resources to help you with your writing are the Writing Center Quick Guides, [https://writingcenter.gmu.edu/writing-resources](about:blank)

**University Libraries** “Ask a Librarian”

[http://library.gmu.edu/ask](about:blank)

**Women and Gender Studies Center**

**Johnson Center 240K** (703) 993-2986

[**Women and Gender Studies**](about:blank)  (WGST) Center sponsors programs and events that are relevant to this course, a library of material that may be checked out. WGST also supports several student organizations and provides internship opportunities. Hours: Monday-Thursday: 9-7; Friday: 9-5.

**Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning+ (LGBTQ+) Resources Center**

SUB I, Room 2200 703-993-2702 [https://lgbtq.gmu.edu](about:blank)

LGBTQ+ Resources promotes the academic success, health and well-being of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) students and their allies; to sustain and strengthen a campus climate of safety, equity, inclusion, and respect in which LGBTQ and ally students can succeed and thrive at Mason.

**Center for Culture, Equity, and Empowerment**

SUB 1, Suite 2400 703-993-2700 [https://ccee.gmu.edu/](about:blank)

Cultural-celebrations, culturally specific identity, ally-ship, and leadership development. Promoting inclusive excellence, creating equitable access to resources for all students. Celebrating students’ cultural heritages; building community with students.

* **Student Access and Equity (SAE)**: Supports campus and student engagement for students who are historically underrepresented in higher education and their allies while centering college students who identify as first generation, students who are undocumented, and students who are protected by Deferred Action for Childhood Arrivals (DACA) or hold Temporary Protected Status (TPS).
* **Student Engagement for Racial Justice (SERJ)**: Supports and serves communities of color who have been historically marginalized in higher education. Raising awareness and visibility of racial and ethnic identity through educational programs, cultural celebrations/ceremonies, and promoting equitable practices in the university setting.

**Student Support and Advocacy Center**

SUB I, Room 3200 703-993-3686

The [Student Support and Advocacy Center](about:blank)  is committed to providing an empowering environment for all Mason students to seek support services and to explore healthy life choices. Educational programming, one-on-one consultations, and resources in the areas of sexual and interpersonal violence, financial well-being, substance use, and collegiate recovery.

**Disability Services:** [**http://ds.gmu.edu/**](about:blank)The staff members of Disability Services (DS) assist students with learning differences or any other conditions that may impact academic performance. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

**Counseling and Psychological Services:** [Counseling and Psychological Services](about:blank)  provides a wide range of free services to students. Services are provided by a staff of clinical psychologists, professional counselors, social workers, doctoral level trainees, learning specialists, and a psychiatrist. Virtual individual and group therapy, workshops, online self-help, and community education programs are designed to enhance students’ personal experience and academic performance. For distance learners, please see  [Resources for Distance Learning](about:blank) page.