

EDUC 5553 COIN3: Special Topics in Counselling - Queer-Affirmative Counselling

[Dashboard](#) / [Courses](#) / [EDUC 5553 COIN3 Home](#) / [Queer-Affirming Counselling](#) / [Syllabus](#)

Syllabus

Mark as done

Course Overview

This course is designed to introduce MEd Counselling students and helping professionals to queer-affirming counselling perspectives and practices. Queer-affirmative counselling is an intersectional and anti-oppressive approach to counselling that embraces a positive view of 2SLGBTQIA+ identities and relationships and addresses the negative influences that homophobia, transphobia, and heterosexism have on the lives of 2SLGBTQIA+ clients (Chernin & Johnson, 2022). This course will follow a 12-week asynchronous delivery model. Students will work at their own pace, completing all learning objectives and assignments at each module before moving on to the next.

Course Objectives

The overall course objectives are to:

1. Introduce queer-affirmative counselling approaches and best practices.
2. Situate queer-affirming counselling within the history of counselling and psychology.
3. Provide an overview of gender and sexuality from a queer(ed) perspective.
4. Engage in ongoing self-reflection about gender and sexuality, including internalized biases against 2SLGBTQIA+ persons.
5. Inform about relevant cultural, psychological, medical, and interpersonal challenges faced by the 2SLGBTQIA+ population.
6. Demonstrate queer-affirmative counselling interventions using a narrative therapeutic orientation.
7. Provide an overview of the barriers to accessing gender-affirming care in Nova Scotia.
8. Incite a collective call to action to advocate for 2SLGBTQIA+ persons in counselling and beyond.
9. Dream up ways to queer the practice of counselling therapy itself.

CACEP Core Competencies Covered and Assessed in this Course

The Council for the Accreditation of Counsellor Education Programs (CACEP) accredits the MEd Counselling program at Acadia University. All courses offered in the program meet core competency requirements of CACEP. For a complete description of CACEP program standards and competencies visit <https://www.ccpa-accp.ca/accreditation/>.

EDUC 5553: Topics in Counselling: Queer-Affirmative Counselling would meet the following CACEP concepts and competencies (Robertson & Borgen, 2002, p. 17-20):

| Competency | Type | Activities/Assignments |
|---|----------------|---------------------------------|
| Counselling as a Profession <ul style="list-style-type: none">• the history and philosophy of counselling as a helping profession• professional organizations (primarily CCPA) including mission and goals, membership criteria, activities, services to members, and current priorities | CORE 1a, 1c | Readings Lectures (Module 2) |

| Competency | Type | Activities/Assignments |
|--|---------------------------|---|
| Ethical and Legal Issues in Counselling <ul style="list-style-type: none"> ethical standards of the CCPA and related bodies | CORE 2b | Readings Lectures (all Modules) |
| Counselling and Consultation Processes <ul style="list-style-type: none"> counselling theories that provide the student with a consistent framework to conceptualize client issues and identify and select appropriate counselling strategies and interventions [...] an understanding of essential interviewing and counselling skills so the student is able to establish an effective therapeutic relationship [...], understand and apply effective counselling approaches and techniques to facilitate client exploration of issues [...] and development of appropriate actions with respect to the issues presented. It is recognized that these involvements will also require a measure of student reflection and self-exploration [...] a systems perspective that recognizes that all clients are part of a larger societal, colleague, friendship, and family systems [...] ethical and legal issues related to counselling and consultation | CORE 3a, 3b, 3c, 3e | Readings Lectures (Modules 1, 3, 4, 5, 6, 8, 9, 10, 11) Assignments (#2, #3, #4) |
| Human Development and Learning <ul style="list-style-type: none"> an understanding of the application of theories of human development in understanding and working with individuals, families, and groups experiencing developmental transitions across the lifespan an understanding of developmental issues, challenges, and crises including addiction, psychopathology, disabling conditions, etc. ethical and legal considerations | CORE 5a, 5c, 5d | Readings Lectures (Modules 5, 6, 8, 9, 10, 11) |
| Diversity: Understanding and Respecting Human Diversity within the Canadian Multicultural Society <ul style="list-style-type: none"> variability in age, gender, culture and ethnicity, race, religious preference, sexual orientation, physical and psychical ability, socioeconomic status, lifestyle, and family patterns issues and trends affecting diverse groups individual, family, and group strategies with diverse populations ethical and legal considerations | CORE 6a, 6b, 6c, 6d | Readings Lectures (all Modules) |
| Assessment Processes <ul style="list-style-type: none"> knowledge related to the evolution of the development of individual and group assessment instruments and processes knowledge and the ability to use a variety of assessment approaches including standardized and non-standardized instruments, computer-based approaches, observational methods, etc. an understanding of the influences of issues of diversity regarding appraisal ethical and legal issues related to assessment | CORE 8a, 8c, 8d, 8f | Readings Lectures (Module 11) |

Instructor

Malory Beazley (she/her) is a Registered Counselling Therapist - Candidate (RCT-C) with the Nova Scotia College of Counselling Therapists and owner of [In the Margins Counselling](#). She provides virtual compassion-based queer feminist counselling therapy and WPATH assessments for gender-affirming care in Nova Scotia. She is a graduate of the MEd Counselling program at Acadia University and the MA Film Studies program at Concordia University. She currently resides in Dartmouth, Nova Scotia.



Malory Beazley, MEd, MA, RCT-C

Pronouns: She/her

Contact Information:

Open Acadia - MEd Counselling

Acadia University

Wolfville, Nova Scotia

CANADA B4P 2R6

Phone: (782) 222-1178

E-mail: malory.beazley@acadiau.ca

Email is my preferred method of correspondence to make initial contact, then we can arrange to talk in-person or virtually if needed.

Please consult the "Course Schedule" section below to view Malory's holiday break schedule so you can plan your coursework accordingly.

Course Materials

All required readings are provided online in each module.

Online materials and references are included in course modules. Because many of the resources are online, you may occasionally find broken links. I encourage you to bring these to my attention and also to be welcome to find and use alternate resources that may be relevant and speak to your experience, interests, and intersections.

You will find information on accessing Library resources from off-campus here - <https://library.acadiau.ca/using-the-library/services/connect-from-off-campus.html>.

Evaluation

Evaluation will be based on the following assignments:

| | |
|---|-----|
| Assignment 1: Reflective Journal | 40% |
| Assignment 2: Annotated Bibliography | 20% |
| Assignment 3: Intervention Video | 20% |
| Assignment 4: Summative Oral Evaluation | 20% |

The assignments are delivered to the instructor via assignment drop-boxes in Moodle. Please remember to put your name, student number, course number, and assignment number on the assignment and keep a copy in the event the original is lost. Please submit written components in either DOC, DOCX, PAGES, or PDF format.

Assessment of Submitted Assignments

As graduate students in an MEd Counselling program, I am looking for graduate level work and a high degree of self-reflexivity. If I feel that your work does not meet the minimal acceptable level and needs to improve, I will give you feedback and an opportunity to revise and resubmit. As a guideline, please see the following table:

| | | |
|------------|-----------------------------------|---|
| Advanced | Equivalent to A+ level work | Students working at an advanced level are dynamic and productive writers and researchers. They demonstrate advanced capacities for thinking critically and creatively and possess a broad, deep, and highly integrated knowledge base. They develop powerful, cogent and convincing arguments that are richly positioned in theory. They offer conceptualizations that advance scholarly discourse in significant ways. |
| Proficient | Equivalent to A level work | Students working at a proficient level are excellent writers and researchers. They demonstrate capacities for critical thinking and possess a broad, deep, and integrated knowledge base. They can produce clear, systematic, well-argued written and oral presentations that are well connected to current theoretical thinking and relevant literature. |
| Competent | Equivalent to B+ to A- level work | Students at this level are competent writers and researchers. They demonstrate capacities for systematic thinking and possess an increasingly integrated knowledge base. They can produce well-argued written and oral presentations that are situated in current theoretical thinking and scholarly literature. |
| Novice | Equivalent to B- to B level work | Students at this level are developing their competency as writers and researchers. They demonstrate capacities for substantial thinking and a growing knowledge base. They can produce papers that are well-organized and that demonstrate capacities for argumentation. They have some awareness of the value of theorizing and may be familiar with important theoretical trends and notions. |

Assignments

Assignment 1 - Reflective Journal (40%)

This assignment will be an ongoing journal (3200-4800 words in total across 4 separate entries) that asks you to engage in self-reflection regarding internalized biases, attitudes, and privileges relating to gender and sexuality. You may use the reflection questions in each module (highlighted in blue boxes) to help guide your journal responses and/or respond to the course content that interests you. Students will be assessed on the degree of self-reflection exhibited and for considering tangible strategies and plans for how to implement queer-affirming practices in their counselling and beyond.

You will complete 4 journal entries throughout the course, submitted individually in the drop boxes provided in Modules 3, 6, 9, and 12. Clicking on each assignment drop box will bring up a compiled list of the reflection questions for the corresponding modules, which you may use as guiding prompts for your journaling if you wish. Each journal entry (worth 10%) will be reviewed and graded as you move through the course, for a combined final total of 40% of your overall grade. Journal Entry #1 will focus on reflections from Modules 1-3, Journal Entry #2 will focus on Modules 4-6, and so on. Aim for each journal entry to be 800-1200 words.

Assignment 2: Annotated Bibliography (20%)

This assignment will be an annotated bibliography (3 external sources) that asks you to bring forward additional research material beyond what is provided in this course that speaks to your own experience and interest around how you plan to implement queer-affirmative counselling practices into your own clinical practice. You will cite 3 external research articles in APA (7th edition) format and write a 300-500 word summary of each article that includes your own ideas about how you plan to engage with and/or implement the queer-affirming practice discussed. After submitting the assignment for grading, you will choose one of your research article citations and write-ups to share as a forum discussion post so that other students can share in your research and discovery (example format provided in the discussion forum). Also, please post a reflective comment on one other forum discussion post in response to another student's article.

You will be evaluated on your accurate use of APA (7th edition) reference and citation formatting, the quality and relevance of the research article chosen, your level of critical engagement with the articles, and your participation in posting one article to the forum and commenting on another student's post.

You will submit this annotated bibliography after the mid-point of the course in the drop box provided in Module 7.

Assignment 3: Intervention Video (20%)

This assignment will be a recorded video demonstration of a queer-affirming counselling intervention (10 minutes), plus a brief video introduction of the intervention (5 minutes) and closing reflection (300-500 words) on your experience demonstrating this intervention. You are free to use one of the interventions you researched in Assignment #2 to demonstrate in your video, or a completely different intervention (as long as it could be considered queer-affirming).

You will be evaluated on the relevance and creativity of the intervention chosen, on the quality of any queer-affirmative elements that you demonstrate in your video (e.g. gender-affirming language, deconstructing heteronormative discourse, externalizing, part of a WPATH assessment, etc.), on your ability to succinctly introduce your intervention and describe its purpose, and the self-reflexivity you demonstrate in your written closing reflection (which should be written after you re-watch your intervention video).

You may choose another student from this course as your demonstration partner, or a volunteer from outside of the course, however in either case you should follow proper informed consent and confidentiality procedures (e.g. not showing the participant in the video, making sure the participant knows what the purpose of the video is and who will be seeing it (the instructor), which technological platforms it will be uploaded to, etc.). It would not be appropriate to use an actual client (e.g. from your practicum or clinical practice) for this assignment.

You will submit this video near the end of the course via drop-box in Module 10. The video should be in a common digital format (MP4, MOV, AVI) and no longer than 15 minutes total (5 minute introduction + 10 minute intervention demo). Alternatively, you may upload the video as an unlisted YouTube or Google Drive video and provide a working link to the video in the drop-box provided. Submit a separate document (in DOC, DOCX, PAGES, or PDF format) for your 300-500 word reflection.

Assignment 4: Summative Oral Evaluation (20%)

This assignment will be a final conversation with the instructor where you will share ideas, challenges, questions, future plans, and overall impressions as you reflect upon your learnings and on the ways in which your relationship with queer-affirmative counselling has shifted throughout the duration of the course. I would suggest taking a brief pause after completing Module 12 to let your mind rest, allow the course content to sink in, luxuriate in day-dreamy reflection, re-read your journal, and take stock of new learnings, wisdoms, and self-knowledge before engaging with this assignment. Plan for the conversation to last for 15-30 minutes. You will be leading this conversation, so be sure to prepare some talking points and significant reflections you'd like to share.

You will be evaluated on your active participation in the conversation, which could include elements of self-reflection, critical analysis, consciousness-raising, engaging questions, and qualities such as authenticity, vulnerability, commitment to ongoing work, humility, and self-reflexivity. Mainly, I want to hear about your experience in this course and the ways in which it has shifted (or has the potential to shift) yourself and your counselling practice. Let's celebrate this together!

You will sign-up for one of the time slots in advance, keeping in mind that the conversation should take place after you have completed Module 12. I would suggest signing up around the time you complete Module 9 so you have a better idea of when you will complete the rest of the course. There will be options to engage in either virtual (Microsoft Teams or Zoom) or in-person (Halifax area) conversations. There will be limited opportunity to reschedule outside of the times provided by the instructor, so please be attentive when choosing your time slot. Reach out if you require any accommodations.

After we finish our conversation, I will invite you to fill out a course evaluation survey as a final task. Your feedback will help me reflect on ways to improve the course to benefit future participants.

Student Handbook

You are responsible for becoming familiar with the contents of the Student Handbook. It contains important information about scheduling examinations (if applicable), applying for extensions, withdrawing from your course, ordering books, and computer and library services available to you. If you have questions about the policies outlined in the handbook, contact:

Open Acadia

21 University Avenue (Rhodes Hall) Wolfville, NS B4P 2R6

Phone: 1-800-565-6568

Fax: 902-585-1068

Email: openacadia@acadiu.ca

Academic Integrity

Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved.

Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise

Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.

Self plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.

A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.

Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university.

Course Schedule

This is a continuous intake, online course that runs throughout the year. Students should be aware that the instructor may take necessary breaks in the summer and December holiday periods. In those periods, which students will be made aware of in advance, the instructor will not be returning email or providing course feedback. If you find these breaks impact your ability to complete the course within the required 6 months, please contact your course instructor or jessica.saunders@acadiu.ca to request an extension.

Malory Beazley will take two holiday breaks during the year, at which time she will not be available for email correspondence, student meetings, assignment grading/feedback, nor submitting final grades. These breaks are as follows:

- 1. Entire month of August (4 weeks total)***
- 2. Last two weeks in December and first week of January (3 weeks total)***

Normally, 5000-level courses are scheduled for Fall or Winter semesters, or during approximately three-week Spring or Summer intersessions. You have 6 months to complete this open-entry course through Open Acadia. Consequently, extensions requested due to extenuating circumstances tend to be rare and are subject to the policies of Open Acadia and the School of Education. The recommended schedule below is based on completion of the course in a three-month period.

Please do not leave all of your course work until a few weeks before your completion date. Although I will make every effort to accommodate your schedule within reason, I need time to review assignments.

Recommended Schedule

| | |
|---------------|---|
| Week 1 | Module 1: Introduction to Queer-Affirmative Counselling |
| Week 2 | Module 2: Situating Queerness in the History of Counselling & Psychology |
| Week 3 | Module 3: Queer-Informed Narrative Therapy Submit: Journal #1 |
| Week 4 | Module 4: Sexuality 101 |
| Week 5 | Module 5: Externalizing Common Presenting Issues Related to Sexuality |
| Week 6 | Module 6: Case Study: Later in Life Lesbians Submit: Journal #2 |
| Week 7 | Module 7: Gender-Affirming Clinical Practices Submit: Assignment #2: Annotated Bibliography |
| Week 8 | Module 8: Gender 101 |
| Week 9 | Module 9: Externalizing Common Presenting Issues Related to Gender Submit: Journal #3 Task: Sign up for time slot for Assignment #4: Summative Oral Evaluation |

| | |
|----------------|---|
| Week 1 | Module 1: Introduction to Queer-Affirmative Counselling |
| Week 10 | Module 10: Case Study: Trans Youth & Working with Caregivers Submit: Assignment #3: Intervention Video |
| Week 11 | Module 11: Navigating Gender-Affirming Care in Nova Scotia |
| Week 12 | Module 12: Queering Counselling Submit: Journal #4 Submit: Assignment #4: Summative Oral Evaluation (pre-selected time slot) Task: Course Evaluation Survey |

[Click here to return to the Module](#)

Last modified: Thursday, 11 April 2024, 11:41 AM

◀ Announcements (hidden)

Jump to...

Lecture: Introduction to Queer-Affirmative Counselling ▶

 Help and documentation

You are logged in as Chris Edwards (Log out)

EDUC 5553 COIN3 Home

Get the mobile app

 Give feedback about this software 