

## 10. SRH INTERNATIONAL WEEK 2019: Course description

<b>Title of Course:</b>	<b>Double exclusion. LGBTIQ+ in the counseling context illustrated by the example of Germany</b>
<b>Language:</b>	English
<b>Course Type:</b>	Seminar
<b>Work Load:</b>	20 hours (including exams on Friday)
<b>Lecturer Position University Email</b>	René van der Drift Lecturer University of Applied Sciences Leiden - the Netherlands. <a href="mailto:drift.vd.r@hsleiden.nl">drift.vd.r@hsleiden.nl</a>
<b>Course description/ Contents:</b>	Social attitudes towards homosexuals, lesbians and bisexuals in Europe have become more liberal in recent decades. Nevertheless, as a group they are still largely marginalized: in society in general, but also in smaller contexts where religion, culture or a combination of both play a role; even in one's own homosexual subculture, certain groups of homosexuals, bisexuals and lesbians are marginalized. This exclusion also occurs in counseling contexts, even among counseling professionals who work according to the principles of gay affirmative psychology. Exclusion is far more subtle than it used to be, and very often intangible. And very often originates from medical and psychological explanations from the past and/or past legislation. This course explores the exclusionary principles of homosexuals, lesbians and bisexuals, examines one's attitude towards these groups and discusses ways to work with one's own attitudes, on the one hand to be true to oneself and, on the other hand, true to the needs of this group in counseling.
<b>Learning outcome:</b>	<ul style="list-style-type: none"> <li>- Students have knowledge of biological and psychological/medical explanations of homosexuality and the impact of that knowledge on the target group LGBTIQ+ in the present</li> <li>- Students have knowledge of the history of German legislation and the impact of the history of this legislation on the target group LGBTIQ+ in past and present</li> <li>- Students have knowledge of the exclusionary principles of the target group LGBTIQ+</li> <li>- Students build up an awareness that the first three points affect the socialization of people raised in a particular society (illustrated by the example of Germany)</li> <li>- Students build up an awareness that this means that this affected their socialization</li> <li>- Students examine their own socialization and own attitudes towards the target group LGBTIQ+</li> <li>- Students discuss ways to work with one's own attitudes and the attitudes of other people towards the target group LGBTIQ+</li> </ul>
<b>Examination:</b>	<p>Pitch presentations of the findings concerning the learning outcome of:</p> <ul style="list-style-type: none"> <li>- Students build up an awareness that this means that this affected their socialization</li> <li>- Students examine their own socialization and own attitudes towards the target group LGBTIQ+</li> <li>- Students discuss ways to work with one's own attitudes and the attitudes of other people in working as a counsellor with the target group LGBTIQ+</li> </ul>
<b>4 questions to be prepared by the students prior to arrival:</b>	<ul style="list-style-type: none"> <li>- What is my perception of sexuality and sexual diversity?</li> <li>- What is my perception of homosexuality and LGBTIQ+?</li> <li>- What are my perceptions based on?</li> <li>- What do these perceptions mean for me in working as a counsellor with this target group</li> </ul>
<b>Essential reading:</b>	<p>Depalma, Renée &amp; Jennett, Mark. (2010). Homophobia, transphobia and culture: Deconstructing heteronormativity in English primary schools. <i>Intercultural Education</i>. 21. 15-26.</p> <p><a href="https://www.researchgate.net/publication/240532489_Homophobia_transphobia_and_culture_Deconstructing_heteronormativity_in_English_primary_schools">https://www.researchgate.net/publication/240532489_Homophobia_transphobia_and_culture_Deconstructing_heteronormativity_in_English_primary_schools</a></p>

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