

CE&S: Article of the Week

Counselor Education
and Supervision

Article of the Week

*Developing an Asynchronous LGBTQ+ Affirmative
Counseling Training: A Mixed-Methods Study*



Dr. Amber L. Pope
(She/Her)



Dr. Noelle R. St.
Germain-Sehr
(They/Them/She/Her)



Dr. Bianca R.
Augustine
(She/Her)



Dr. Amanda St.
Germain-Sehr
(She/Her)



Tai Lexumé
(They/Them)



Dr. Jeff Moe
(He/Him)



Senttra Snowden-
Gregg
(She/Her)



Dr. Tamika N.
Jackson
(She/Her)

Meet the Authors

- [Amber L. Pope \(she/her\)](#), Assistant Professor and Relationship, Marriage, and Family Counseling Area Lead, William & Mary
- [Noelle R. St. Germain-Sehr \(they/them/she/her\)](#), Clinical Associate Professor and Counseling Clinical Experience Director, William & Mary
- [Bianca R. Augustine \(she/her\)](#), Clinical Assistant Professor, William & Mary
- [Amanda St. Germain-Sehr, MS, MA, LPC, MT-BC \(she/her\)](#), Visiting Assistant Professor of Music Therapy, Texas Woman's University
- Tai Lexumé (they/them)
- [Jeff Moe \(he/him\)](#), Associate Professor, Old Dominion University
- [Sentra Snowden-Gregg](#), Doctoral Candidate, William & Mary
- [Tamika N. Jackson \(she/her\)](#), Assistant Professor, Eastern Mennonite University

Abstract

Master's level counseling students completed a 5-week online asynchronous LGBTQ+ affirmative counseling training. Using a mixed-methods and quasi-experimental design, results indicated that participants' LGBTQ+ knowledge, clinical skills, and advocacy increased posttraining. Content analysis revealed four themes of how students experienced the training. Implications, limitations, and future directions are discussed.

Words from the Authors

Dr. Amber L. Pope (she/her): “In response to the need for counselors to be prepared to work effectively with LGBTQ+ communities, we aspired to design an accessible introductory training in LGBTQ+ affirming counseling grounded in a cultural humility framework to promote client-centered care, critical introspection, and ongoing learning. Our results show the potential for asynchronous LGBTQ+ affirming counseling training, with master's students citing self-reflection opportunities and first-person stories from LGBTQ+ people as the most impactful aspects of their professional development.”

Dr. Noelle R. St. Germain-Sehr (they/them/she/her): “My goals in conducting research devoted to developing and providing training for students and counselors that affirm LGBTGEQIAP+ identities and experiences is rooted in my personal and professional experiences of the negative impacts that lack of information, bias, prejudice, and inaccurate information can have on members of the LGBTGEQIAP+ community. Many LGBTGEQIAP+ individuals never seek counseling due to fear of further harm by mental health professionals, and those who do seek care may have limited options in accessing care from a clinician who is *self-aware, knowledgeable, and skilled* in serving the LGBTQIAP+ community. It is my hope that this training will be accessible to all counselors and students in order to increase the number of clinicians who are well-prepared to serve our community.”

Read More

Pope, A. L., St. Germain-Sehr, N., Augustine, B. R., St. Germain-Sehr, A., Lexumé, T., Moe, J., Snowden-Gregg, S., & Jackson, T. N. (2024). Developing an asynchronous LGBTQ+

Affirmative Counseling Training: A mixed-methods study. *Counselor Education and Supervision*, 63(4), 350–363. <https://doi.org/10.1002/ceas.12317>