

## **Clinical Work With Trans\* And Genderqueer Populations CPSY 590-02**

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Date: July 18, 2015, 9:00am - 5:30pm and July 19, 2015, 9:00am - 5:30pm

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Course Description: This class will explore affirmative perspectives in working with trans\* clients. Drawing from current research and practice in the fields of counseling, education and psychology, this class will serve as an introduction to issues faced by these populations including transphobia and social constructs of identity. We will examine a range of clinical implications, interventions, and treatment strategies specific to trans\* individuals to increase your knowledge and ability to provide culturally sensitive care to these clients.

### Objectives:

- To provide an overview of working with trans\* clients and explore specific clinical issues faced by this population.
- Think critically about gender identity as it is defined by the dominant culture and explore it's impact on trans\* individuals.
- Identify and critically understand identity as intersecting/multiple and recognize issues of power and privilege relative to the intersecting identities of gender, race, class, religion, sexual orientation, ability, national origin, age, and language and how these influence social location in and out of therapeutic contexts.
- Develop empathy for a broad range of ways trans\* clients are socially and psychologically impacted.
- Critically discuss trans/genderqueer identity and psychological development.
- Review current research and theory in trans\* psychotherapy, ethical guidelines and competencies.
- Develop an awareness of one's own assumptions, values, and worldview of trans-spectrum identities.
- Explore treatment strategies and interventions to provide affirmative and effective treatment.

Agenda: Day 1

Time	Topic	Facilitator/s
9:00-9:30am	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Introductions</li> <li>• Group Agreement</li> <li>• Syllabus Review</li> </ul>	Kaig & Mehera
9:30-11:30am	Trans* 101-2	Guest speakers: Bree Abbey, MA & Stace Parlen, MA
11:30-12:00pm	Clinical Work with *Trans children	Guest speaker: Bree Abbey, MA & Stace Parlen, MA
12:00-1:00pm	LUNCH	
1:00-2:00pm	“Saving the Life of a Transsexual”	Guest speaker: Theresa Scott, MA
2:00-2:15pm	BREAK	
2:15-3:15pm	<ul style="list-style-type: none"> <li>• Issues Faced by Significant Others</li> <li>• Transition-Related Relationship Complexities</li> <li>• Intro to Levels of Transitioning Chart</li> </ul>	Kaig
3:15-4:30pm	Intersectionality and Trans* clients	Guest speaker: Leila Hofstein, PFLAG, Portland Black Chapter
4:30-5:30pm	Video: Diagnosing Difference	

Agenda: Day 2

Time	Topic	Facilitator/s
9:00-9:30am	Multiple Roles of the Therapist	Mehera
9:30-10:30am	Medical Pathways to Transitioning	Guest speaker: Angela Carter, ND
10:30-11:30am	Letter writing: Hormones and Gender Affirmation Surgery to Facilitate Medical Transitioning	Guest speaker: Alyssa Moore, LPCi
11:30-12:30pm	LUNCH	
12:30-1:15pm	Aspects of Transitioning: Medical and Non-medical Paths	Kaig and Mehera

1:15-2:15pm	Trans* Family Vignette Activity	Mehera
2:15-3:30pm	Exploring Biases and Complexities in Trans* Family Vignette with Eco-mapping	
3:30-3:45pm	BREAK	
3:45-5:15pm	Vignette activity	Small group discussion
5:15-5:30pm	Wrap-up and closing activity	Large group discussion

**Course Requirements:**

Grading: This class is offered as pass or fail. Participation and the homework between classes will be considered in this decision.

Participation in a Learning Community: Students are required to attend and *actively* participate in all scheduled class meetings. This includes being on time, reading all of the assigned material and discussing it, and otherwise engaging with colleagues as fellow professionals.

Assignment #1: Students will be provided with a clinical vignette and will be required to write a 2-3 page paper including the following components:

- Describe intersecting identities of individual and how this might impact/influence treatment
- Immediate concerns/risk factors
- Client coping skills (healthy and maladaptive)
- Client strengths and protective factors
- Possible clinical interventions (e.g. narrative, motivational interviewing, harm reduction, CBT, DBT, trauma informed, etc.)
- Case management interventions

Students will be required to participate in a large group discussion where each vignette will be presented and explored. This will be due at the beginning of class on day

Assignment #2: Gendered v Gender neutral Bathrooms Reflection:

Many \*trans people experience a significant challenge when it comes to being forced to use restrooms that do not match their gender expression/identity. For those of you who may have never experienced such a challenge this assignment is intended to raise awareness about the restrooms you encounter in the week between classes. This reflection paper involves several options: Choose one or all the options below.

- Take note of all the locations which have gendered bathrooms (i.e. one for men, one for women only and are labeled as such) and also the locations that have gender neutral bathrooms (i.e. one or more restrooms that do not have any gendered labeling). Also take note if the gendered bathrooms are single rooms or multi-stalled rooms.

- Entering (and possibly using) the restroom that is opposite of your gender identity/expression. It is important that if you choose to do this option that it is done only if you feel safe doing so.
- Using only gender neutral bathrooms for the week. This assignment is intended to replicate what some may experience when they do not feel safe using gendered bathrooms.
- \*\*\*Additional option\*\*\*: Advocating for gender neutral restroom option at one or more locations where you may notice gendered, single stalled restrooms. You can approach a manager to discuss the options of changing these restrooms to gender neutral.

For all options please write a two to three page reflection about your experience. Describe in detail the thoughts, emotions and challenges you may have experienced. Reflect on the following questions:

- What are the long term physical, psychological and social implications of limited access to safe restrooms?
- How has this assignment changed your perspective on the daily struggles for \*trans and gender non-conforming clients?
- What are some advocacy steps you could take either with a client on an individual level or on a systematic level?
- If you chose to take advocacy steps please describe what occurred and reflect on your experience of advocating.

#### Recommended Text:

Vanderburgh, R. (2007). *Transition And Beyond: Observations On Gender Identity*. Portland: QPress.

Serano, Julia. (2007). *Whipping Girl: A Transsexual Woman On Sexism And Scapegoating Femininity*. Berkeley: Seal Press.

Green, J. (2004). *Becoming a Visible Man*. Vanderbilt University Press

\*Trans- for the purposes of this class this term will be utilized as an umbrella term for individuals whose lived sex, gender identity and/or gender expression differ from cultural norms or societal expectations based on their assigned sex at birth.