

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

Instructor: Meg Weber Jeske, LPC Email: meg@lclark.edu

Date: July 9, 9:00am - 5:30pm and July 10, 2015, 9:00am - 5:30pm

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 defined by the dominant culture and explore its 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. Understand how identities and intersections influence social location in and out of therapeutic contexts.
- Develop empathy for 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 affirmative and effecting treatment strategies and interventions.

Agenda: Day 1

Time	Topic	Facilitator/s
9:00-9:30am	<ul style="list-style-type: none">• Welcome / introductions• Group Agreement• Syllabus Review	Meg
9:30-11:30am	Trans* 101-2	Guest speaker: Stace Parlen, MA
11:30-12:30pm	LUNCH	
12:30-2:00pm	Medical Pathways to Transitioning	Guest speaker: Alana Branson, ND
2:00-2:15pm	BREAK	
2:15-3:45pm	<ul style="list-style-type: none">• Issues Faced by Significant Others• Transition-Related Relationship Complexities• Identity, sex, dysphoria	Guest speaker: Jake Balinky, PMHNP
3:45-4:00pm	BREAK	
4:00-5:30pm	Movie: Treasure Debrief/discussion of movie	Meg Film: 1 hour, then discussion

Agenda: Day 2

Time	Topic	Facilitator/s
9:00-10:00am	Letter writing: Hormones and Gender Affirmation Surgery to Facilitate Medical Transitioning Multiple Roles of the Therapist	Meg
10:00-11:30am	Intersectionality and Trans* clients	Guest speaker: Leila Hofstein, PFLAG, Portland Black Chapter
11:30-12:30pm	LUNCH	
12:30-2:30pm	Clinical Work with *Trans children & their families.	Guest speaker: Kate Kauffman, Brave Space
2:30-2:45pm	BREAK	
2:45-3:45pm	Movie: Austin Unbound Intersectionality Trans* and Deaf	Meg Film: 44 minutes, then discussion
3:45-4:45pm	Details of HRT / Puberty suppression	Small group work/large group discussion
4:45-5:30pm	Wrap-up and closing activity	Large group discussion

Course Requirements:

Grading: This class is offered as pass or fail. Participation and the homework assignment 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.

Homework assignment: Choose **one** of the assignments below to complete and turn in via email to meg@lclark.edu by Monday, July 18, 2016 at 5 pm. Late assignments will not be accepted without prior arrangement.

Assignment option #1: Clinical vignette

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.

Assignment option #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 your day to day life. 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.

Assignment option #3: Film review

Write a thoughtful review of either film we watched in class. Include elements that were new to you, ideas that you want to know more about, things that bothered or raised issues for you. How will having watched this film impact you as a clinician? Would you recommend showing this film again to future classes? Why or why not? This paper should be 2-3 pages in length.

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.