

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

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Date: Saturday, June 9, 2018, 9:00am - 5:30pm & Sunday, June 10, 2018, 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• Introduce vocabulary sheets	Meg
9:30-11:30am	Movie: Gender Revolution Movie: Gender the Space Between	Film: 90 minutes, then discussion Film: 30 minutes, then discussion
11:30-12:30pm	LUNCH	
12:30-2:00pm	Movie: Trans Clients Speak	Film: 1 hour, then discussion
2:00-2:15pm	BREAK	
2:15-3:45pm	Raising gender flexible/varient/fluid children.	Guest speakers: Jenna Powers Fox, Nina Packebush.
3:45-4:00pm	BREAK	
4:00-5:30pm	Movie: Treasure Debrief/discussion of movie Movie: TomGirl	Film: 1 hour, then discussion Film: 11 minutes, then discussion

Agenda: Day 2

Time	Topic	Facilitator/s
9:00-11:30am Break sometime in here	<p>Large group activity</p> <p>Letter writing: Hormones and Gender Affirmation Surgery, gatekeeping, SOC – WPATH/ICATH, DSMV</p> <p>Medical Pathways to Transitioning Details of HRT / pubertal suppression</p> <p>Multiple Roles of the Therapist</p> <p>Small group activity</p>	<p>Meg</p> <ul style="list-style-type: none"> • Clinical Work with families. • Issues Faced by Significant Others • Transition-Related Relationship Complexities • Identity, sex, dysphoria
11:30-12:30pm	LUNCH	
12:30-2:00pm	<p>Movie: Austin Unbound Intersectionality Trans* and Deaf</p> <p>Video: Headspace</p> <p>Specific interventions for inclusive clinical practice: forms, waiting room, magazines, bathrooms</p> <p>Video: Home (tribute to trans community)</p>	<p>Meg</p> <p>Film: 44 minutes, then discussion (small group breakouts either now or after break)</p> <p>Vimeo: 4 minutes, discussion</p> <p>YouTube: 4 minutes, discussion</p>
2:00-2:15pm	BREAK	
2:15-3:00pm	Small group activity	
3:00-4:30pm	Research on trans* clients therapy experiences	Guest Speaker: Rafe McCullough
4:30-5:30pm	Wrap-up and closing	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 Sunday, June 17, 2018 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

Assignment option #2: Gendered v Gender-neutral Bathrooms Reflection:

Many trans* people experience a significant challenge with 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 daily life. This reflection paper involves several options: Choose one or all the options below.

- Take note of all the locations that 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.
- Enter (and possibly use) the restroom that is opposite of your gender identity/expression. It is important that you choose this option 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.
- Advocate 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 any of these films we watched in class:

- Gender Revolution
- Gender, the Space Between
- Trans Clients Speak
- Treasure
- Austin Unbound

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:

Packebush, Nina. (2017). *Girls Like Me*. Bedazzled Ink Publishing.

*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.