

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

Instructor: Meg Weber Jeske, LPC

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Date: Mondays, May 6, 13, 20 & June 3, 17 from 1 – 4 pm. **NO CLASS May 27 or June 10.**

Course Description: This class will explore affirmative perspectives in working with gender diverse clients, including transgender, genderqueer, non-binary, intersex, etc. 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 gender diverse individuals to increase your knowledge and ability to provide culturally sensitive care to these clients.

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Objectives:

- To provide an overview of working with gender diverse clients and explore specific clinical issues faced by these populations.
- Think critically about gender identity as defined by the dominant culture and explore its impact on gender diverse individuals.
- Identify and critically understand 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 gender diverse clients are socially and psychologically impacted.
- Critically discuss trans/genderqueer/non-binary identity and psychological development.
- Review current research and theory in gender diverse psychotherapy, ethical guidelines, and competencies.
- Develop an awareness of one's own assumptions, values, and worldview of diverse gender identities.
- Explore affirmative and effective treatment strategies and interventions.

Course Requirements:

Grading: This class is offered as pass or fail. Active participation and homework assignments will be considered in this decision.

Recommended Text:

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

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.

Final paper assignment: Choose **one** of the assignments below to complete and turn in via email to meg@lclark.edu by Sunday, June 23, 2019 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: 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.

Assignment option #3: Book review

If you read the suggested text, *Girls Like Me* you may write your 2-3 page paper in response to this book.

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 read this book impact you as a clinician? Would you recommend assigning this book to future classes? Why or why not?

*Trans- for the purposes of this class this term may 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.

Weekly Agenda – subject to change

May 6:

- Read / discuss:
 - Welcome / introductions
 - Group agreements
 - Syllabus review
 - Introduce vocabulary sheets
- Watch:
 - It's Not about the Nail video
 - Everyone has a Gender video
 - Movie: Gender Revolution (90 minutes)
- Activities
 - Pets part 1
- Homework:
 - Write 3 things about your gender
 - Write 2 questions
 - 1 to be answered by gender diverse kids/youth
 - 1 to be answered by parents / caregivers of gender diverse kids

May 13:

- Read / discuss:
 - Flying While Trans by Alex Marzano-Lesnevich
 - Medical transitioning – what to expect
 - Feminizing Hormones
 - Masculinizing Hormones
- Watch:
 - Movie: Gender – the Space Between
 - Non-Binary thoughts on gendered language
 - Movie: Treasure
- Activities
 - Cut Ups
- Homework:
 - Read *Girls Like Me* before class on May 20

May 20:

- Read / discuss:
 - *Girls Like Me* by Nina Packebush
 - The Dad Who Gave Birth by Simon Hattenstone
 - Puberty Blockers – what to expect
- Watch:
 - Movie: TomGirl
 - Trystan birth story
- Activities
 - Panel to answer your questions from Week 1
 - Field Trip

June 3:

- Read / discuss:
 - Roles of the therapist
 - Letter writing
 - Inclusive Clinical Practice
- Watch:
 - Movie: Trans Clients Speak
 - Headspace
- Activities
 - Rafe McCullough, guest speaker
 - Pets part 2

June 17:

- Read / discuss:
 - Portraits of Trans Elders
 - Final assignment review / clarification
- Watch:
 - Movie: Austin Unbound
 - Home
- Activities
 - Vocabulary / best practices Jeopardy
 - Describe gender without using gendered words