



“We are a community that commits itself to diversity
and sustainability as dimensions of a just society”

- *Mission Statement, Lewis & Clark College*

**MCFT 563 TREATMENT ISSUES IN FAMILY THERAPY
TRANS BODIES & BINARISM
SPRING 2020**

Time & Day:	Thursday 1:00-4:00
Place:	York 101
Instructor:	Stace Parlen LMFT
Office Hours:	By appointment only
E-Mail:	sparlen@lclark.edu
Phone:	503-568-1427 (cell)

CATALOG DESCRIPTION

Applications of family systems approach to treatment of families in crisis and transition. A portion of this course emphasizes clinical case conceptualization and treatment planning.

This course examines the impact of the gender binary on transgender identity development using an intersectional lens. Topics include the medicalization of trans bodies, the role of the clinician, the impact of cissexism/internalized cissexism rooted in Western European notions of gender on the individual, family, and therapeutic process. Course will provide students with a beginning foundation to assess for gender dysphoria and write referral letters with an understanding of the history of the medicalization process. Students will also learn affirming approaches for working with trans individuals, families, and relationships.

The purpose of this 1 unit course is to examine the various ways in which culture and social diversity affect the development of transgender identities, shape trans narratives, and narratives of gender as a whole. Specific focus is given to the impact of having a binary understanding of sex and gender, and how this influences our understanding of gender in relation to one another. The course examines contemporary social, historical, and political contexts of Transgender experiences within society and the field of MCFT. This includes the medicalizing/pathologizing of trans identities and bodies, exploring media representations of trans people, and looking at the politics of trans liberation.

This course offers a foundation for decentering cis-heteronormativity, and shifting our framework of how we understand gender to better support transgender/non-binary communities, and increase awareness in our individual gender identity experience. Therapists must have an understanding of the ways in which individual, family, and socio-cultural context impact clients’

behaviors, attitudes, and feelings. They must also be aware of their own knowledge and understanding of their own gender identity formation. This course will develop students' awareness of the common themes that may impact transgender/non-binary communities, and how race, class, disability and other identities influence the lives of trans persons and that of their families. This course will also review social changes occurred in recent history in the media portrayal and medical treatment of transgender and non-binary individuals. Topics include: letter writing, microaggressions & transmisogyny, historical review of Transgender rights, DSM, standards of care, and medical treatment, cissexism/internalized cissexism within individuals, families, and society, discussion of cis-het patriarchy, and finally invisibility and hyper-visibility of Trans individuals.

Prerequisite: None

Credit: 1 semester unit (15 contact hours)

MCFT STUDENT LEARNING OUTCOMES

This course promotes the following student learning outcomes:

SLO 1.1 Students recognize the impact of power on individuals, families, and communities.

SLO 1.2 Students recognize the interconnections among biological, psychological, and social systems in people's lived experience.

SLO 1.3 Students apply system/relational theories to clinical case conceptualization.

SLO 2.1: Students will self-reflect on the implications of own and others' social location in clinical practice.

SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.

SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.

COURSE OBJECTIVES

At the end of this course, students are expected to:

1. 1. Develop knowledge or skills that expand ability to apply a systems approach to treatment of a particular clinical issue.
2. 2. Apply course content to case conceptualization, treatment planning, and intervention.

In this section, these include:

 - 2a. Increase knowledge about about trans narratives/identity formation and affirmative communication skills with non-binary and transgender individuals/families.
 - 2b. Increase ability to manage the power of the therapist in relation to both dominant societal discourses and client agency.
 - 2c. Decenter cis-heteronromativity, and explore self-of-therapist.
 - 2d. Understand both micro- and macro-social forces, as well as intra-and inter-personal dynamics that impact transgender identity development
 - 2e. Acknowledge social constructionist influences on gender and other aspects of

social location and how they affect development.

2f. Understand how families cope with normative and non-normative changes

2g. Develop an awareness of historical and current events related to transgender/non-binary communities with specific understanding of the impacts of racism and misogyny

2h. Increase awareness around legal, medical, and social barriers that trans/non-binary communities experience, and how to help navigate these systems with your clients.

TEXT/READINGS

Readings are to be completed for the day indicated. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others, and that additional readings may be added during the course.

Required Texts

Bettcher, T.M. & Stryker, M. (2016). *Trans/Feminisms. TSQ: Transgender Studies Quarterly*, 3(1-2). Duke University Press.

Additional Readings (Access through links below)

World Professional Association of Transgender Healthcare Standards of Care, Version 7:
[https://www.wpath.org/media/cms/Documents/SOC_v7/Standards of Care_V7 Full Book_English.pdf](https://www.wpath.org/media/cms/Documents/SOC_v7/Standards_of_Care_V7_Full_Book_English.pdf)

Harry Benjamin International Gender Dysphoria Association (HBIIGDA).
1985 Standards of Care: the hormonal and surgical sex reassignment of gender dysphoric persons. Archives of Sexual Behavior 14(1):79-90

Stryker, Susan & Stephen Whittle, eds. *The Transgender Studies Reader*. New York: Routledge, 2006. (Selected readings)

(available online at this link):

<https://forlackofsomegoodwriting.files.wordpress.com/2013/12/susan-stryker-and-stephen-whittle-eds-the-transgender-studies-reader.pdf>

COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND EVALUATION ACTIVITIES

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies & AMFTRB task statements	Evaluated by
1. Develop knowledge or skills that expand ability to apply a systems approach to treatment of a particular clinical issue.	SLO 1.3	CC 1.1.1 CC 1.1.2 CC 2.2.3 CC 4.1.1 CC 4.5.3 TS 01.01 TS 01.02	Assigned papers Participation in course discussion
2a. Increase knowledge about about trans narratives/identity formation and affirmative communication skills with non-binary and transgender individuals/families.	SLO 1.3	CC 1.2.1 CC 1.3.1 CC 2.3.1 CC 2.3.8 CC 4.1.2 CC 4.3.8 TS 01.04 TS 02.06 TS 03.11	Assigned Papers Class Discussion
2b. Increase ability to manage the power of the therapist in relation to both dominant societal discourses and client agency.	SLO 2.2 SLO 4.3	CC 1.3.1 CC 2.3.8 CC 4.3.8 TS 01.04 TS 05.09	Assigned Paper Class Discussion
2c. Decenter cis-heteronromativity, and explore self-of-therapist.	SLO 2.1 SLO 4.3	CC 1.2.1 CC 1.3.1 CC 2.1.4	Assigned Paper Class Discussion
2d. . Understand both micro- and macro-social forces, as well as intra- and inter-personal dynamics that impact transgender identity development	SLO 1.1 SLO 1.2 SLO 2.1	CC 1.1.3 CC 1.2.1 CC 1.2.2 CC 1.3.1 CC 2.1.1 CC 2.2.3	Assigned Paper Class Discussion
2e. Acknowledge social constructionist influences on gender and other aspects of social location and how they affect development.	SLO 1.1 SLO 1.2	CC 1.1.3 CC 1.2.1 CC 2.1.1	Assigned Paper Class Discussion

2f. Understand how families cope with normative and non-normative changes	SLO 1.3 SLO 4.3	CC 1.1.1 CC 1.1.2 CC 2.1.4 CC 2.2.3	Assigned Paper Class Discussion
2g. Develop an awareness of historical and current events related to transgender/non-binary communities with specific understanding of the impacts of racism and misogyny	SLO 1.1 SLO 1.2 SLO 2.1 SLO 2.2	CC 1.1.3 CC 1.2.1 CC 1.2.2 CC 1.3.1 CC 2.1.1	Assigned Paper Class Discussion
2h. Increase awareness around legal, medical, and social barriers that trans/non-binary communities experience, and how to help navigate these systems with your clients.	SLO 1.1 SLO 1.2 SLO 2.1 SLO 2.2	CC 1.1.3 CC 1.2.1 CC 1.2.2 CC 1.3.1 CC 2.1.1 CC 2.1.4	Assigned Paper Class Discussion

CLASS ASSIGNMENTS

A note about writing: All written submissions for this course should be typed, in 12-point size, Times New Roman font, and double-spaced. The ability to express yourself and think critically through writing is important to your professional development. Please proof read your writing and be coherent with your writing style.

1. **Participation** (40 points)

This course emphasizes shared engagement with the assigned readings and clinical competencies. Toward this end, you are expected to:

- Attend and participate in **all** class meetings. In the event of illness or other emergency, please email the instructor in advance of class. Missed classes will be made up by expanded written reflections on the required readings for the day.
- Come to class prepared (having read the assignments for the day).
- Give attention to the instructor and/or other students when they are speaking or making a presentation. No electronic devices may be used, except to access readings or make notes.
- Engage in group discussions and role plays.
- Deal with other students and/or the instructor in a respectful fashion.

CLASS PARTICIPATION COMPETENCIES	Possible	Points demonstrated
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	points	
Prompt and dependable presence in the class.	10	
Prepares for class by immersing self in course readings and reflecting on their application to practice.	10	
Engages in course activities with a spirit of openness and curiosity.	10	
Helps to create an atmosphere of safety and mutual respect among all class members.	10	
TOTAL	40	

Your participation in class activities will be evaluated according to the following rubric

2) Reflection Paper (20 points). Due Jan 16th at the beginning of class.

This paper will be assigned on the first day of class. Students will be given options related to transgender icons. They should provide a reflection about their knowledge or lack thereof these icons, and life experience and exposure or lack of exposure to non-normative gender narratives. Answer the questions: how does not knowing/lack of exposure shape our experiences/identity formation and how we relate to others? Why do you know some information and not other information? When did you learn about transgender experiences and what did you learn?

3) Final Paper- 40 points (Transgender Narratives & The Media (30 points) –7/8 pages- Due February 6th, 2019

This is an in depth reflection in which students must demonstrate their awareness and knowledge about the impact of the media/larger social systems on transgender narratives and the treatment of transgender communities by society. It must also address the impact of the media and larger social systems on student's own understanding/ perspective/attitudes of trans communities.

Paper will include 4 parts:

- a compare and contrast section (to be explained in class),
- a discussion of media narratives,
- a discussion of the icon's narrative, and

Final Paper	Points Possible	Points Accumulated ⁷
Reflects upon own experience practicing, observing, or imagining how you might do this work (taking into account awareness of your social location and the client's)	10	
Draws conclusions about how you will apply course concepts to your practice.	10	
Reflections integrate material across readings and represent your thinking as you engage with course concepts.	10	
Writing style is clear.	10	
TOTAL	40	

- a reflection from student about the process and information gathered/any changes/reaction to initial reflection paper.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness maybe seen as an absence that requires make-up work.

DISABILITY SERVICES STATEMENT

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 the 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.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

EVALUATION & GRADING

Participation	40 pts
Reflection Paper	20pts
Final Paper	40pts
Total	100 pts
94-100 = A 90-93.5 = A- 88-89.5 = B+	
83-87.5 = B 80-82.5 = B- 78-79 = C+	
73-77.5 = C 70-72 = C-	

According to Graduate School policy, grades lower than B- may not apply to graduation. Students earning a C+ or lower will need to repeat the course.

COURSE SCHEDULE

	Topics	Readings and Assignments
Class 1 Jan 9th	Introduction, overview of course and assignments Transfeminism introduction, brief overview of second wave, third wave feminism, and queer theory	In class: Video clip - Pain & Empowerment of choosing my gender In Class – Queer as political clip **Readings Due: Emi Koyama’s Transfeminist Manifesto/other writings, (see email) TSQ: 1-14, 65-71, 80-91, Optional Reading: <i>Embodiment: a conceptual glossary for epidemiology (see email)</i> Nancy Krieger J Epidemiol Community Health 2005;59:350–355. doi: 10.1136/jech.2004.024562 TSQ 22-34

<p>Class 2 Jan 16th</p>	<p>Gender/sex/sexuality connection/divide, Race, & Binarism</p>	<p>In Class – Funhome clips In Class- Julia Serano Poem</p> <p><u>**Readings Due:</u></p> <p>TGR 407-419, 471-479, 509-519</p> <p>TSQ 95-102, 220-225, 246-253</p> <p>**Articles:</p> <p><i>Deconstructing the complex perceptions of gender roles, gender identity, and sexual orientation among transgender individuals</i></p> <p>Julie L Nagoshi, Stephan/ie Brzuzy and Heather K Terrell</p> <p>Feminism & Psychology 2012 22: 405 originally published</p>
<p>Class 3 Jan 23rd</p>	<p>Transmisogyny, internalized cissexism, and family therapy</p>	<p>*In Class- video clip (moth video clip)</p> <p><u>**Readings Due:</u></p> <p>TSQ 137-144, 202-210</p> <p>**Articles:</p> <p><i>Cisgenderism in Family Therapy: How Everyday Clinical Practices Can Delegitimize People’s Gender Self-Designations (Blumer et al)</i></p> <p><i>Journal of Family Psychotherapy</i>, 24:267–285, 2013 Copyright © Taylor & Francis Group, LLC ISSN: 0897-5353 print/1540-4080 online DOI: 10.1080/08975353.2013.849551</p> <p><i>Emotional, behavioral, and cognitive reactions to microaggressions: Transgender perspectives. (kevin I nadel et al)</i></p> <p>Psychology of Sexual Orientation and Gender Diversity © 2014 American Psychological Association 2014, Vol. 1, No. 1, 72–81 2329-0382/14/\$12.00 DOI: 10.1037/sgd0000011</p> <p>Optional Reading:</p> <p>TGR pages 144-158</p>

<p>Class 4 Jan 30th</p>	<p>Letter Writing History of DSM & Standards of Care</p> <p>Trans Narratives, Transnormativity Non-binary Erasure</p>	<p>In class- letter writing presentation</p> <p>**Readings Due:</p> <p>Review SOC version 7, DSM V Gender Dysphoria Criteria, HBIGDA (1985) (1998)</p> <p>**TSQ 120-132</p> <p>TGR 315-329</p> <p>**Articles:</p> <p><i>Managing uncertainty: A grounded theory of stigma in transgender health care encounters</i></p> <p>Tonia Poteat a, *, Danielle German b, Deanna Kerrigan</p> <p>Social Science & Medicine 84 (2013) 22e29</p> <p><i>Normative Accountability: How the Medical Model Influences Transgender Identities and Experiences</i></p> <p>Austin H. Johnson*</p> <p>Department of Sociology, Kent State University</p> <p>Sociology Compass 9/9 (2015), 803–813, 10.1111/soc4.12297</p>
<p>Class 5 Feb 6th</p>	<p>Trans in the media, self of the therapist</p> <p>Class Discussion of Final paper</p>	<p>In class- media clips (google drive)</p> <p>**Readings Due:</p> <p>TSQ 175-180</p> <p>TSG 236-243</p> <p>**Articles:</p> <p><i>Transgender Transitions: Sex/Gender Binaries in the Digital Age</i></p> <p>Kay Siebler PhD a</p> <p>a Missouri Western State University , St. Joseph , Missouri , USA Published online: 30 Jan 2012.</p>

		<p><i>Resisting Definition: Gendering through Interaction and Relational Selfhood</i></p> <p>ALEXIS SHOTWELL AND TREVOR SANGREY</p> <p><i>Negotiating Identities in a Heteronormative Context</i></p> <p>AMY DELLINGER PAGE, PhD and JAMES R. PEACOCK, PhD</p> <p>Department of Sociology, Appalachian State University, Boone, North Carolina, USA</p>
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