

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

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

Date: Friday, July 24, 2020, 9:00am - 5:30pm & Friday, July 31, 2020, 9:00am - 5:30pm

Course Description: This class will explore affirmative perspectives in working with transgender, non-binary, genderqueer, and other gender diverse 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 gender diverse 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 gender diverse clients are socially and psychologically impacted.
- Critically discuss diverse gender identities and psychological development.
- Review current research and theory in psychotherapy, ethical guidelines, and competencies related to gender diverse clients.
- Develop an awareness of one's own assumptions, values, and worldview of trans-spectrum identities.
- Explore affirmative and effecting treatment strategies and interventions.

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.

Recommended Text:

Packebush, Nina. (2017). *Girls Like Me*. Yes Yes books.

*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.

Agenda: Day 1

Time	Topic	
9:00-10am	<ul style="list-style-type: none"> • Welcome / introductions • Group Agreement • Syllabus Review • Introduce vocabulary sheets 	Meg
10am-noon	Movie: Gender Revolution	Film: 90 minutes, then discussion
noon-1pm	LUNCH	
1-2:00pm	Lecture	
2:00-3:30pm	Movies in Breakout Groups <ul style="list-style-type: none"> • Trans Clients Speak • Treasure • Austin Unbound Schuyler short 	Film(s): 60 minutes, then discussion in your breakout groups
3:30-3:45pm	BREAK	
3:45-5pm	Large group discussions from movies	Each breakout group share what you learned in your movie and discussion
5:00-5:30pm	Wrap up of day 1	Discuss homework for next week: <ul style="list-style-type: none"> • Watch Disclosure on Netflix • OR listen to Brené Brown Unlocking Us podcast with Laverne Cox • (or both) • Write 3 short sentences about your gender, your experience of gender, your hope about gender, etc. Try to do this without using words we usually use for gender.

Agenda: Day 2

Time	Topic	
9:00-11:30am	Lecture / discussion	Discuss Discloure/podcast In small groups then large group
Break sometime in here		Meg lecture
11:30-12:30pm	LUNCH	
12:30-2:00pm	Movie: A Womb of Their Own	Film: 85 minutes, then discussion
2:00-2:15pm	BREAK	
2:15-4:00pm	Panel video: Gender diverse youth	Panel: 70 minutes, then discussion
4:00-5:00pm	Large group activity / lecture	
4:30-5:30pm	Wrap-up and closing	Discuss final paper / homework

Homework assignment: Choose **one** of the assignments below to complete and turn in via email to meg@lclark.edu by Saturday, August 8th 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 2-3 page review of any of these films we watched in class:

- Gender Revolution
- Trans Clients Speak
- Treasure
- Austin Unbound
- Exposure
- A Womb of Their Own

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.