



“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 2021**

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<b>Time &amp; Day:</b>	Thursday 1:00-4:00
<b>Place:</b>	Zoom
<b>Instructor:</b>	Stace Parlen LMFT
<b>Office Hours:</b>	By appointment only
<b>E-Mail:</b>	sparlen@lclark.edu
<b>Phone:</b>	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**

The following MCFT 563 course objectives are in keeping with the AAMFT Core Competencies. 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)

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**

<b>Course Objective</b>	<b>MCFT Student Learning Outcomes</b>	<b>AAMFT Core Competencies &amp; AMFTRB task statements</b>	<b>Evaluated by</b>
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 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-heteronormativity, 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	SLO 1.1 SLO 1.2	CC 1.1.3 CC 1.2.1 CC 2.1.1	Assigned Paper  Class Discussion

social location and how they affect development.			
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.

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

CLASS PARTICIPATION COMPETENCIES	Possible points	Points demonstrated
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	

**2) Reflection Paper** (10 points). Due January 21<sup>st</sup> 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) Reading Quotes** (10 points). Bring two quotes to each class from the readings to contribute to class discussions.

**3) Final Paper- 40 points (Transgender Narratives & The Media (30 points) –7/8 pages- Due February 11<sup>th</sup>, 2021**

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 3 parts:

- a compare and contrast section of media narratives

Final Paper	Points Possible	Points Accumulated <sup>7</sup>
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	
<b>TOTAL</b>	<b>40</b>	

- a discussion of the icon's narrative, and
- a reflection from student about the process and information gathered and 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**

- Option 1: 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.
- Option 2: If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or [access@lclark.edu](mailto:access@lclark.edu)). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

### **DISCLOSURE OF PERSONAL INFORMATION**

Each student should decide for themselves 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.

### **LINKS TO LEWIS & CLARK GRADUATE SCHOOL ESSENTIAL POLICIES**

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

### **LEARNING IN THE CONTEXT OF COVID-19**

Things are not normal. We are in the midst of a global public health crisis and sociopolitical unrest, and there have been both direct and indirect impacts on individuals, families, and communities. Each of us are also experiencing individual differences in the degree to which we can access resources to manage these crises, based on our unique intersecting identities.

Yet, we are intentionally choosing to show up in an academic and professional capacity for the purpose of learning and developing as therapists-in-training during this unprecedented time. Thus, we need to try and approach our work with understanding and compassion for ourselves and for each other. We also need to reflect on how we navigate this crisis context – how we attempt to cope (or don't), how we attempt to connect (or don't), and how we adapt and face uncertainty. As we continue to learn and grow in our academic, professional, and personal capacities, we must also invest appropriately in caring for ourselves so that we can help sustain one another.

The current crisis will continue to challenge, change, and shape the new norms in the sociopolitical, cultural, professional and personal contexts of our lives. Many things remain uncertain. But, over time, we will collectively construct some sense of predictability into the future. So, with that said, please know that there may be instances where we will need to adjust the course format, assignment deadlines, and reading schedule to adjust to the ever-changing circumstances. As the instructor, I will do my best to communicate transparently and in a timely manner about what you should anticipate in the course and any changes we need to make.

Because this course is designed to pilot the hybrid format, there are some class meetings where those who wish to be on campus will be in the classroom, while those who wish to take the course fully online will connect via Zoom. Because of the inherent limitations of technology and the complexities that social distancing guidelines pose, class in a hybrid format might not work out. It may also simply be irresponsible for us to take the risk of congregating in-person. We'll



assess and make decisions together. One approach is that after trying this format, as a class, we can assess whether/if/how it is working for us and collaboratively decide whether to continue or simply move all class meetings fully online. We'll discuss this further when we meet.

Regardless of whether class meetings are hybrid or fully online, everyone will be required to:

- Have access to a personal computer both in the classroom as well as at home
- Have a set of personal headphones with a built-in microphone
- Be able to access a confidential space on weeks that we view recordings of clinical cases
- Be able to access stable, high speed internet connection (cable modem, DSL recommended)
- The most current version of Zoom downloaded as an application to your computer
  - o Download Zoom <https://zoom.us/download>
  - o Sign in with your Lewis & Clark email account
  - o For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>
- Be able to access course material uploaded to Moodle
- Check email on a daily basis
- Be able to access programs to Google suite and Microsoft Office
- Commit to the time required to prepare for class
- Demonstrate self-motivation and self-discipline.

## 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 14th	<p>Introduction, overview of course and assignments</p> <p>Transfeminism introduction, brief overview of second wave, third wave feminism, and queer theory</p>	<p>In class: Video clips, discussion, intro powerpoint</p> <p><b>**Readings Due:</b></p> <p><b>Emi Koyama's Transfeminist Manifesto/other writings, (see email)</b></p> <p><b>TSQ: 1-14, 22-30, 80-91,</b></p> <p><b>Optional Reading:</b></p> <p><i>Embodiment: a conceptual glossary for epidemiology (see email)</i></p> <p>Nancy Krieger</p> <p>J Epidemiol Community Health 2005;59:350–355. doi: 10.1136/jech.2004.024562</p>
Class 2 Jan 21th	<p>Gender/sex/sexuality connection/divide, Race, &amp; Binarism</p>	<p>In Class – video clips, discussion</p> <p><b>**Readings Due:</b></p> <p><b>TGR 407-419, 509-519</b></p> <p><b>TSQ 95-102, 220-225, 246-253</b></p> <p><b>**Articles:</b></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 &amp; Psychology 2012 22: 405 originally published</p> <p><b>Optional reading:</b></p> <p><b>TGR 471-479</b></p>

<p>Class 3 Jan 28rd</p>	<p>Transmisogyny, internalized cissexism, and family therapy</p>	<p>*In Class- video clip (moth video clip)</p> <p><b>**Readings Due:</b></p> <p><b>TSQ 137-144, 202-210</b></p> <p><b>**Articles:</b></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 &amp; 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 l 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><b>Optional Reading:</b></p> <p><b>TGR pages 144-158</b></p>
<p>Class 4 Feb 4th</p>	<p>Letter Writing History of DSM &amp; Standards of Care</p> <p>Trans Narratives, Transnormativity Non-binary Erasure</p>	<p>In class- letter writing presentation</p> <p><b>**Readings Due:</b></p> <p><b>Review SOC version 7,</b></p> <p><b>DSM V Gender Dysphoria Criteria,</b></p> <p><b>TGR 315-329</b></p> <p><b>**Articles:</b></p> <p><i>Managing uncertainty: A grounded theory of stigma in transgender health care encounters</i></p> <p><b>Tonia Poteat a, *, Danielle German b, Deanna Kerrigan</b></p> <p>Social Science &amp; Medicine 84 (2013) 22e29</p> <p><b><i>Normative Accountability: How the Medical Model Influences</i></b></p>

		<p><b><i>Transgender Identities and Experiences</i></b></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>
Class 5 Feb 11th	<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><b>**<u>Readings Due:</u></b></p> <p><b>TSG 236-243</b></p> <p><b>**Articles:</b></p> <p><b><i>Transgender Transitions: Sex/Gender Binaries in the Digital Age</i></b></p> <p>Kay Siebler PhD a</p> <p>a Missouri Western State University , St. Joseph , Missouri , USA Published online: 30 Jan 2012.</p> <p><b><i>Resisting Definition: Gendering through Interaction and Relational Selfhood</i></b></p> <p>ALEXIS SHOTWELL AND TREVOR SANGREY</p> <p><b><i>Negotiating Identities in a Heteronormative Context</i></b></p> <p>AMY DELLINGER PAGE, PhD and JAMES R. PEACOCK, PhD</p> <p>Department of Sociology, Appalachian State University, Boone, North Carolina, USA</p>