

Clinical Work With Trans* And Genderqueer Populations CPSY 590-01

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

Date: Tuesdays May 9, 16, 23 & June 6 and 13, 2023 from 9 am – 12 pm

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.

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 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 written responses 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.

Kobabe, Maia. (2020). *Gender Queer*. Oni-Lion Forge Publishing Group, LLC.

*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.

3 Sentences about your gender assignment: Before our last class I will ask you to email me 3 sentences about your experience of your gender. These will be used for an activity on the last day of class and the sentences will be anonymous in the activity.

Final paper: Choose **one** of the assignments below to complete and turn in via email to meg@lclark.edu by Sunday, June 18th 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/for this 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. It SHOULD NOT be in APA format – just typed, double spaced, in 12-point font, with your name at the top.

Assignment option #3: Book review

If you read either of the recommended texts, *Girls Like Me* or *Gender Queer*, you may write your 2-3 page paper in response to this book. (If you read *Girls Like Me* and wrote a book review of it for a previous course with me, pick a different assignment option, or review *Gender Queer*.)

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? This paper should be 2-3 pages in length. It SHOULD NOT be in APA format – just typed, double spaced, in 12-point font, with your name at the top.