

Beyond Affirming Care : How To Provide Care for Trans & Gender Nonconforming People to Help them Survive & Thrive

**PRIOR to the First Day of Training
WATCH this 1-hour & 11-minute
YouTube video, to prepare for the remainder of the
training, and to earn the first CEU:**

You may use **either** of these two URLs to watch the video:

<https://www.youtube.com/watch?v=lqzgKlKmuXM>

<https://www.youtube.com/watch?v=ZWYZEXnvc6I>

DAY ONE – ZOOM, Friday, May 2, 2025

Module I (A): Introduction to Working with Transgender Clients	9:00 - 10:00 am	Presenters
LEARNING OBJECTIVES Participants will be able to: • Describe basic population demographics • List common words and terms relevant to the trans community and explain their meanings • Understand the diversity within the transgender community CONTENT: • Introductions • Expectations of the training • Population estimates • Onset of transgender experience & understanding • Definitions and concepts ○ Sex & gender ○ Gender Identity: Birth gender, gender expression, gender identity ○ FTM, MTF, genderqueer ○ Individuality and fluidity of gender identity ○ Gender Identity Disorder & Gender Dysphoria (DSM-V change) • Trans identity relation to therapy focus ○ Is trans identity necessarily the focus of the work? If not, how does it affect the work? Not all trans clients want or need to talk about their gender identity.		Anthony Beasley & Stephen Rassi

Module II: Cultural Competency		10:15 - 11:45 am	Presenter
LEARNING OBJECTIVES Participants will be able to: • Define culture, cultural competence, and explain their relevance to practicing with transgender clients • Describe at least 2 specific identity intersections and their importance for transgender people CONTENT: • Definition of culture • Importance of cultural competence • Cultural messages, language, and spaces related to gender • Overview of intersectionality within transgender and nonbinary communities: ○ Race, ethnicity, socioeconomic status, age, attractional orientation, faith, etc. ○ Age intersections: youth and aging issues, generational differences ○ Gender intersections ○ Attractional orientation intersections ○ Other identity intersections: religion & faith, class, ability, English proficiency, education, homelessness, etc. • Transgender Culture(s) ○ History & current events ○ Exploration of concepts including oppression, cultural humility, implicit bias, identity-related aggressions, minority stress model, and gender conforming privilege ○ Holidays: coming out days, days of awareness, etc. ○ Differences among cohorts: roles, expectations, social life, etc. ○ Cultural considerations regarding transgender, nonbinary, and gender nonconforming people of color when providing mental health services ○ Using a cultural lens when providing gender affirming care • Appropriate trans language and labels ○ Examples of ingroup language which is always evolving ○ Always evolving ○ Importance of contextualization ○ Honor terms preferred by client ○ Self-reflection, clinical implications, and trans-affirming recommendations			Amorie Robinson
Module I (B): Introduction to Working with Transgender Clients		12:00 – 1:00 pm	Presenters
LEARNING OBJECTIVES Participants will be able to: • Describe basic population demographics • List common words and terms relevant to the trans community and explain their meanings • Understand the diversity within the transgender community CONTENT: • Panel of trans community members			Anthony Beasley & Stephen Rassi
11:45 am – 12:00 pm – time to get/prepare your lunch 12:00 – 1:00 pm LUNCH while hearing/meeting the panel members (1.0 CEU)			

Module III: Integrating Clinical Interventions with Transgender Children 1:00 - 2:30 pm	Presenter
LEARNING OBJECTIVES Participants will be able to: • Become fluent in terms important to working with gender non-conforming and transgender children • Understand the issues that TGNC youth face within their family and social systems • Explore the ethics of working with TGNC young people considering the strengths and limitations of their age and developmental stages • Explore the integration of effective methods in working with gender non-conforming and transgender children in individual therapy and family consultation CONTENT: • Explore the language and meaning of terms in working with TGNC youth through an interactive exercise • Examine case examples of special issues TGNC children face through their developmental phases, within their families, their school systems, the medical system, and the need for advocacy within these systems • Learn about the integration of individual clinical therapy methods helpful in working with TGNC children including play therapy, the use of expressive interventions, animal assisted therapy and family consultation. • These methods will be explored through case study examples.	Susan Radzilowski
Module IV: Family Support Services for Families with Transgender and Gender Non-Conforming Children 2:45 - 4:15 pm	Presenter
LEARNING OBJECTIVES Participants will be able to: • Recognize of at least four issues facing transgender children and adolescents at home, school; and in the community. • Identity three or more protective factors that positively impact outcomes for transgender clients. • Describe at least three intervention strategies to assist parents and other adult caregivers to support their children in the gender transition process. CONTENT: • Examine ways to increase parental support of the transgender child, even in the face of parental resistance. This is very important because having an intact parental relationship is correlated with favorable health and mental health outcomes. • Examine multiple risk factors that impact transgender youth from a solution-focused lens. These risk factors include a 40 percent rate of attempted suicide, increased incidence of homelessness, school bullying and harassment, increased vulnerability to hate crimes (including assault, sexual assault and murder). • Family relationship dynamics and strategies to increase family support for TGNC youth will be explored, with an emphasis on increasing parental capacity to support the transgender youth. • Examine the specific concerns that apply to transgender children younger than age 13. Understanding gender identify at younger ages will be explored, along with specific facts about working within elementary and preschool settings, and offering long term guidance and planning recommendations to parents and children who are developmentally appropriate. • Support strategies for parents of TGNC youth, with a focus on increasing affirming behaviors and supporting parents in the parallel process, will be explored.	Susan Radzilowski

DAY TWO – ZOOM, Saturday, May 3, 2025

Module V: Clinical Considerations	9:00 - 10:30 am	Presenters
LEARNING OBJECTIVES Participants will be able to: - Describe the difference between psychopathology and the effects of long-term stigma, and the relevance for practice with transgender people - Describe how to take a sex and gender identity history - List 3 common clinical concerns for this population CONTENT: - Assessing presenting issues - Differentiate between symptoms of psychopathology and the effects of stigma, reactions to stress, etc. - Trans identity may or may not be connected to presenting concerns - Historical pathologizing of transgender persons - Taking a sex and gender identity history; perspectives on “passing” and body image - Common clinical issues for this population: Depression, anxiety, substance use, suicide risk, history of trauma - Clinical diagnoses - Co-occurring diagnoses - Dual diagnosis - Diagnoses from previous therapists - Personality traits in treatment planning - General office protocols		<u>Panelists:</u> Anthony Beasley Deirdre Laney-King Amorie Robinson Rachel Crandall Rachel Prenzler Stephen Rassi
Module VI: Therapist roles, tasks, and referrals	10:45 am - 12:15 pm	Presenter
LEARNING OBJECTIVES Participants will be able to: - Describe the difference between informed consent vs. gatekeeper/referral models - Describe how a therapist determines what to include in a referral letter vs. what to leave out or summarize - Recognize when to request an exception from the criteria for hormone treatment or surgery, and how to make a compelling case for granting such an exception CONTENT: - Role of therapist: - Informed consent vs. gatekeeper/referral models - Carry letters - Referrals for medical care & transition procedures - WPATH & Standards of Care		Stephen Rassi
LUNCH: 12:15 – 1:00 pm		

Module VII: Medical Transition	1:00 - 2:30 pm	Presenter
LEARNING OBJECTIVES Participants will be able to: • Describe 2-3 medical transition options for transgender people • Describe how medical transition can impact the mental health of transgender people • Describe how the paths may differ for trans women, trans men, and nonbinary people CONTENT: • Long-term health concerns • Medical transition process ○ Hormone therapy and effects ○ Perspectives on surgical options ○ Facial hair removal ▪ Differences between laser and electrolysis ○ Post-surgical health issues ○ Binding and tucking ○ Risks with low-cost/international or street-based goods and services	John Randolph	
Module VIII: Legal Considerations	2:45 - 4:15 pm	Presenter
LEARNING OBJECTIVES Participants will be able to: • Recite 2-3 significant facts regarding state or federal law as it applies to equality for transgender people • Describe how a transgender Michigan resident would go about changing their gender marker on their state ID CONTENT: • Federal & Michigan laws • Discrimination (housing, employment, health insurance) • Gender marker changes (birth certificates, ID cards, driver license) ○ Helpfulness of carry letters • Relationship issues – divorce, parental rights and child custody • Workplace issues • Restrooms • Role of therapist in educating co-workers, employers, and the public in general	Jay Kaplan	
<u>WRAP UP: 4:15 – 4:30pm</u> • Feedback • Evaluations • Continuing Education Certificates		