**Clinical Concerns & Gender Identity: A Training for Mental Health Professionals**

**DAY ONE – ZOOM, Friday, November 13, 2020**

<table>
<thead>
<tr>
<th>Module I (A): Introduction to Working with Transgender Clients</th>
<th>9:00-10:00am</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>LEARNING OBJECTIVES</td>
<td>Participants will be able to:</td>
<td>Maxine Thome &amp; Stephen Rassi</td>
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<tr>
<td>• Describe basic population demographics</td>
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<tr>
<td>• List common words and terms relevant to the trans community and explain their meanings</td>
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<td>• Understand the diversity within the transgender community</td>
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<td>CONTENT:</td>
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<tr>
<td>• Introductions</td>
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<td>• Expectations of the training</td>
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<td>• Population estimates</td>
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<tr>
<td>• Onset of transgender experience &amp; understanding</td>
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<tr>
<td>• Definitions and concepts</td>
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<tr>
<td>o Sex &amp; gender</td>
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<td>o Gender Identity: Birth gender, gender expression, gender identity</td>
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<td>o FTM, MTF, genderqueer</td>
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<td>o Individuality and fluidity of gender identity</td>
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<td>o Gender Identity Disorder &amp; Gender Dysphoria (DSM-V change)</td>
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<td>• Trans identity relation to therapy focus</td>
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<tr>
<td>o 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.</td>
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<th>Module II: Medical Transition</th>
<th>10:15-11:45am</th>
<th>Presenter</th>
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<td>LEARNING OBJECTIVES</td>
<td>Participants will be able to:</td>
<td>John Randolph</td>
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<tr>
<td>• Describe 2-3 medical transition options for transgender people</td>
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<td>• Describe how medical transition can impact the mental health of transgender people</td>
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<td>• Describe how the paths may differ for trans women, trans men, and nonbinary people</td>
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<td>• Long-term health concerns</td>
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<td>• Medical transition process</td>
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<td>o Hormone therapy and effects</td>
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<td>o Perspectives on surgical options</td>
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<td>o Facial hair removal</td>
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<td>▪ Differences between laser and electrolysis</td>
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<td>o Post-surgical health issues</td>
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<td>o Binding and tucking</td>
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<td>o Risks with low-cost/international or street-based goods and services</td>
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**Module I (B): Introduction to Working with Transgender Clients | 11:45am – 12:15pm**

**Presenters**

Maxine Thome & Stephen Rassi

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<td>• Panel of trans community members</td>
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**LUNCH 12:15 – 1:00pm**
### Module III: Family Support Services for Families with Transgender and Gender Non-Conforming Children | 1:00-2:30pm

**LEARNING OBJECTIVES** | Participants will be able to:
- Recognize at least four issues facing transgender children and adolescents at home, school, and in the community.
- Identify 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 identity 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.

**Presenter**

Susan Radzilowski

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### Module IV: Integrating Clinical Interventions with Transgender Children | 2:45-4:15pm

**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.

**Presenter**

Laura Sanders
## Module V: Cultural Competency

**9:00-10:30am**

**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
- Perspectives on transgender culture
- Overview of identity intersections with transgender cultures:
  - Racial, ethnic identity and socio-economic intersections
  - 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
  - Traditions, rituals, rites of passage: clothing, pride, clubs, sex, coming out, etc.
  - Holidays: coming out days, days of awareness, etc.
  - Differences among cohorts: roles, expectations, social life, etc.
  - Oppression within the LGBT communities: racism, biphobia, transphobia, sexism, classism, etc.
- Appropriate trans language and labels
  - Basic jargon & definitions: trans, boi, stud, queer, fag, dyke, butch, top, bottom, family, etc.
  - Always evolving
  - Importance of contextualization
  - Honor terms preferred by client

**Presenter**

Amorie Robinson

## Module VI: Therapist roles, tasks, and referrals

**10:45am-12:15pm**

**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

**Presenter**

Stephen Rassi
**Module VII: Clinical Considerations | 1:00–2:30pm**

**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

**Panelists**
Sandra Samons
Maxine Thome
Daniel Burns
Rachel Crandall
Stephen Rassi

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**Module VIII: Legal Considerations | 2:45–4:15pm**

**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 maker 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

**Panelists**

**WRAP UP: 4:15 – 4:30pm**

- Feedback
- Evaluations
- Continuing Education Certificates