

Recommended Framework for Training Mental Health Clinicians in Transgender Care

**Prepared by Joshua Goldberg
Education Consultant, Transgender Health Program**

**with research support by Olivia Ashbee, Sam Bradd,
Donna Lindenberg, & A. J. Simpson**

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Recommended Framework for Training Mental Health Clinicians in Transgender Care

Context

In 2003, following the closure of the Gender Dysphoria Program at Vancouver Hospital, Vancouver Coastal Health adopted a decentralized community-based approach to transgender care. As there is wide variability in expertise and familiarity with transgender care among community-based practitioners, there is a need for practice guidelines and clinical training to encourage consistency and quality of care. While promotion of general sensitivity/awareness is a first step in improving the quality of care to transgender people, clinical guidance and training are needed in the delivery of services to the transgender community.

The following recommendations form part of a comprehensive package submitted to Vancouver Coastal Health as part of the *Moving Beyond Trans-Sensitivity: Developing Clinical Competence in Transgender Care* project. The project, a partnership between Transcend Transgender Support & Education Society and Vancouver Coastal Health's Transgender Health Program (with funding from Health Canada through the Canadian Rainbow Health Coalition), aims to create best practice guidelines and a plan for systematic training of students and professionals already in practice in adolescent care, endocrinology, mental health, primary medical care, speech, and surgery.

This document focuses on training of professionals whose work is specifically focused on mental health practice (clinical counsellors, clinical social workers, clinical sexologists, psychologists, psychiatric nurses, and psychiatrists) in the community setting. Training for family physicians and nurses who provide mental health services in a primary care context is discussed in *Recommended Framework for Training in Transgender Primary Medical Care*. Further work is needed to develop training for mental health professionals working in acute, tertiary, continuing, and palliative care.

Development of Training Framework

Information about existing training in transgender mental health care was collected by correspondence with international clinicians known to be leaders in the field to determine their involvement in training. A request for information about current transgender care training initiatives was sent by email to members of the Harry Benjamin International Gender Dysphoria Association (HBIGDA) transgender medicine listserv. A general internet search for transgender training programs was also used to gather information.

Two clinicians who provide education relating to transgender mental health agreed to be interviewed to discuss the content of their training and to offer advice on the development of a new training program in BC. These interviewees were:

- JoAnne Keatley, MSW – Program Manager, Department of Family & Community Medicine, University of California, San Francisco, CA, USA
- Melanie Spritz, DO – Associate Professor, Internal Medicine & Psychiatry, College of Physicians & Surgeons, Columbia University, New York, NY, USA

To ensure compatibility with existing training for clinicians in BC and to obtain additional feedback on training in transgender mental health care, four individuals involved in training of mental health professionals were invited to provide feedback on drafts of this framework:

- Gail Knudson, MD, MPE, FRCPC – Clinical Instructor, UBC
- Melady Preece, PhD – Instructor, UBC
- Marsha Runtz, PhD – Acting Director, Clinical Psychology program, University of Victoria
- Julian Young, PhD, RCC – Instructor, University of Victoria

Transgender Mental Health Care

Transgender mental health care involves care for general mental health conditions in the transgender population as well as trans-specific mental health services. As outlined in *Counselling and Mental Health Care of Transgender Adults and Loved Ones*¹ and *Caring for Transgender Adolescents in BC: Suggested Guidelines*,² transgender mental health practice may include:

- evaluation, care planning, and treatment regarding gender concerns
- evaluation, care planning, and treatment regarding mental health concerns
- psychotherapy for life stresses: individuals, couples, families, and groups
- short-term consultation (typically 1-3 sessions): information, resources, and referral assistance for transgender individual or loved one, or peer consultation for another clinician
- psychoeducational workshops and groups: information and facilitated discussion on specific topics (e.g., sexual health, hormones, transition); training for employers, schools, etc.
- case advocacy (see *Social and Medical Advocacy with Transgender People and Loved Ones: Recommendations for BC Clinicians*³) and global advocacy
- clinical support/supervision for facilitator(s) of peer-led support group
- training of other clinicians

A three-tiered approach (similar to the model discussed in *Recommended Framework for Training in Transgender Primary Medical Care*) is recommended for understanding transgender mental health care. Table 1 below outlines parameters of service for each tier of care.

Table 1: Three Tiers of Service in Transgender Mental Health Care

Tier 1: Basic (all mental health clinicians)	<ul style="list-style-type: none"> • service is trans-inclusive (e.g., inclusive forms and intake process) • supportive and sensitive response if client discloses transgender identity/gender concerns • enquires about client's transgender identity/experience in an appropriate manner • facilitates referral to specialty peer/professional resources if needed
Tier 2: Intermediate (mental health clinicians providing general services to transgender people)	<ul style="list-style-type: none"> • addresses trans-specific elements in provision of general mental health care (e.g., exploring impact of societal transphobia and internalized stigma on client's mental health) • supportive counselling for individuals who are questioning their gender identity or exploring the possibility that they may be transgender, and for loved ones of transgender people • clinical advocacy for transgender clients (e.g., facilitating referral to gender-specific counselling group or residential treatment program) • clinical support/supervision for facilitator(s) of peer-led support group • coordination with other clinicians involved in care

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Tier 3: Advanced (transgender specialty mental health services)	<ul style="list-style-type: none"> • evaluation, care planning, and treatment for individuals with intense gender distress, gender dysphoria, or concerns about compulsive crossdressing • assessment of eligibility/readiness for hormone therapy or sex reassignment surgery • counselling and psychosocial supports for gender-variant children and their families • trans-specific psychoeducational workshops (e.g., sexual health, hormones, transition) • counselling relating to SRS (e.g., pre- and post-operative adjustment, post-surgical regret) • evaluation and treatment of the client who has undertaken physical modification without medical assistance (e.g., attempted or completed auto-castration) • continuing psychotherapy over the lifespan for individuals who need ongoing or periodic support relating to transgender concerns
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Tier 1 (basic): Sensitive, respectful, inclusive care

It is likely that all mental health clinicians have at least one transgender person in their practice. While transsexualism is rare (estimated at 1 in 11,900 for male-to-females and 1 in 30,400 for female-to-males⁴), over 3% of adults age 18-60 report engaging in erotically motivated crossdressing.⁵ An unknown number otherwise identify as gender-variant.

Accordingly, all mental health clinicians should be familiar enough with transgender issues to respond appropriately should a patient disclose transgender identity, cross-gender behaviour, or gender concerns, or express confusion or concern about a transgender loved one. Appropriate response includes non-judgmental attitude, comfort talking about transgender issues, and the ability to discern a non-problematic variant identity from a concern that may require referral to a more experienced clinician.

Tier 1 service involves sensitive, respectful, and inclusive care. It is all that is required if the client is seeking assistance for a mental health issue that is unrelated to being transgender. A higher level of clinical expertise is needed for individuals who require trans-specific mental health care, or who have co-existing mental health and gender concerns. Tier 1 providers should have a basic grasp of the range of concerns a transgender client may present with to assist in determination of appropriate assistance. All mental health clinicians should be aware of basic resources such as the Transgender Health Program (THP), and should be able to make appropriate referrals for peer support and/or professional treatment if needed.

Tier 2 (intermediate): Trans-specific elements in general services

Tier 2 care is more than general sensitivity: there is a clinical incorporation of trans-specific elements into general mental health services. The Tier 2 mental health clinician should be sufficiently knowledgeable about transgender issues to explore the mental health impact of societal marginalization and stigma, provide psychosocial supports (including clinical advocacy), and communicate effectively with others involved in the care of the transgender person. Tier 2 service includes counselling for general concerns that may have trans-specific elements (e.g., body image issues, grief/loss, relationship conflict, sexual concerns, social isolation, substance use). The Tier 2 clinician with group therapy expertise may assist with facilitation of a transgender support group, or may provide clinical supervision to a lay facilitator.

Transgender individuals who have severe distress about gender concerns, severe gender dysphoria, or gender identity issues complicated by mental illness should be seen by an advanced practitioner (as should children with suspected gender identity concerns). However, the Tier 2 mental health clinician should be sufficiently skilled to be able to provide supportive counselling to adolescents and adults who (a) are seeking information about transgender issues, questioning their gender identity,

curious about transgenderism, or exploring the possibility that they or a loved one may be transgender, (b) are considering “coming out”, or (c) are seeking support relating to adjustment issues in gender transition (at a level comparable to adjustment issues in other transitions).

Tier 2 training is suitable for the mental health clinician who has had experience working with at least one transgender client. Mental health clinicians who do not have transgender experience but have completed Tier 1 training and are interested in expanding accessibility to the transgender community (e.g., health region mental health teams, family counselling agencies) should also be recruited for this level of training.

Tier 3 (advanced): Transgender specialty mental health services

The Tier 3 clinician provides trans-specific clinical mental health services (following the protocols in *Counselling and Mental Health Care of Transgender Adults and Loved Ones*¹ and *Caring for Transgender Adolescents in BC: Suggested Guidelines*²). Tier 3 services may include a detailed evaluation of a client’s gender history, care planning and treatment for clients who have complex identity concerns (e.g., gender identity affected by dissociative disorder, thought disorder, or personality disorder), transition planning/advocacy, assessment of eligibility and readiness for feminizing/masculinizing hormonal or surgical therapy, trans-specific psychoeducational workshops (focusing on trans-specific elements of health promotion), and treatment relating to post-surgical regret, evaluation and treatment of the client who has undertaken physical modification without medical assistance (e.g., attempted auto-castration). This level of service corresponds with the “Gender Specialist” designation described in *Transgender Care*.⁶

As discussed above, counselling of the gender-questioning adolescent is Tier 2 service. Because evaluation of children with gender concerns is more difficult than assessment of adolescents and adults, assessment and counselling for gender-questioning children and family members are considered Tier 3 services.

Core Competencies

Competency in each tier involves the knowledge and skills of the preceding tier as well as additional skills, training, and experience.

Table 2: Three Tiers of Transgender Competency in Mental Health Care

Tier 1: Basic	<ul style="list-style-type: none"> • aware of differences between sex, gender, and sexual orientation • familiar with diversity of gender identity and gender expression in the general population • familiar with terms transgender clients are likely to use • able to distinguish between non-problematic transgender identity/behaviour and concerns that may warrant clinical attention (in children, adolescents, and adults) • aware of local client/clinician resources (e.g., Transgender Health Program) • familiar with basic trans-sensitivity protocols (e.g., use of preferred gender pronoun/name)
Tier 2: Intermediate	<ul style="list-style-type: none"> • familiar with common transgender psychosocial concerns; able to provide psychosocial supports to gender-variant clients and their families • familiar with the basic processes of transgender identity development and gender transition • able to help clients explore options for gender identity and expression, including the general processes involved in gender transition • aware of trans-specific clinical advocacy issues

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Tier 3: Advanced	<p><i>If working with children</i></p> <ul style="list-style-type: none"> • able to evaluate suspected gender concerns in children • able to provide psychosocial support to gender dysphoric children and their families <p><i>If working with adolescents</i></p> <ul style="list-style-type: none"> • able to evaluate and treat gender dysphoria and compulsive crossdressing (as in <i>Caring for Transgender Adolescents in BC: Suggested Guidelines</i>²) • able to assess hormonal/surgical eligibility and readiness* <p><i>If working with adults</i></p> <ul style="list-style-type: none"> • strong knowledge about transgender identity development and psychological issues in gender transition • able to evaluate and treat gender dysphoria and compulsive crossdressing (as in <i>Counselling and Mental Health Care of Transgender Adults and Loved Ones</i>¹) • able to assess hormonal/surgical eligibility and readiness* • familiar with normal adjustment concerns prior to and following SRS; able to provide counselling for those experiencing persistent regret following surgery • knowledgeable about mental health concerns over the lifespan
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* Ability to assess hormone/surgery eligibility and readiness includes competency criteria outlined in HBIGDA *Standards of Care*, discussed below.

HBIGDA *Standards of Care*: Qualifications for hormone/surgery assessors

The HBIGDA *Standards of Care*⁷ recommend the following qualifications for clinicians performing assessment of gender dysphoric adults' eligibility/readiness for hormonal or surgical treatment:

1. A masters degree or its equivalent in a clinical behavioral science field, granted by an institution accredited by a recognized national or regional accrediting board. The clinician should have documented credentials from a proper training facility and a licensing board.
2. Documented supervised training and competence in psychotherapy.
3. Specialized training and competence in the assessment of the DSM-IV/ICD-10 Sexual Disorders (not simply gender identity disorders).
4. Continuing education in the treatment of gender identity disorders (e.g., attendance at professional meetings or seminars; conducting research related to gender identity issues).

Mental health clinicians assessing hormonal eligibility/readiness of gender dysphoric adolescents must, in addition to the four qualifications required for assessors of adults, also have:

5. Training in childhood and adolescent developmental psychopathology.
6. Competency in diagnosing and treating the ordinary problems of children and adolescents.

Regardless of age group, the mental health clinician providing hormone/surgery assessment must have a general understanding of anticipated effects as well as possible risks and complications associated with hormones/surgery (as outlined in *Endocrine Therapy for Transgender Adults in British Columbia: Suggested Guidelines*⁸ and *Care of the Patient Undergoing Sex Reassignment Surgery*⁹). Specific competency relating to hormonal care is discussed further in *Recommended Framework for Training in Transgender Endocrine Therapy*.

Service/Training Goals

In a 2002 BC-wide survey of transgender community members (n=179), 53% of respondents reported a current need for counselling relating to gender issues, 32% stated a need for assessment of readiness/eligibility for hormones or surgery, and 39% reported a current need for mental health services not relating to gender concerns.¹⁰ In the THP's first year, referrals relating to counselling for gender issues or family concerns, hormone/surgery assessment, or general mental health care comprised 20% of all referral requests (the top category).¹¹

THP clients reported the following spectrum of access to mental health care:

- no consistent access to mental health care; reliance on hospital for psychiatric emergencies
- consistent access to care for a mental health concern, but care provider is not aware patient is transgender or is not comfortable discussing transgender issues
- consistent access to mental health care with trans-sensitive/supportive clinician who lacks clinical competency in transgender care
- consistent access to trans-competent mental health care (rarely reported)

It is recommended that the initial mental health service goal for BC should be:

- a) **Tier 2 service:** At least two mental health professionals (one working with adults, one working with children/adolescents) in each of the six community health areas in Vancouver and each of the 15 health service delivery areas outside Vancouver – more if a clinician's existing practice is so full that only a small number of new transgender clients can be accommodated.
- b) **Tier 3 service (adults):** At least one mental health clinician in each health region – more if a clinician's existing practice is so full that only a small number of new transgender clients can be accommodated. This group of clinicians should include at least two psychiatrists able to provide assessment and case consultation in complex cases (e.g., hormone/surgery assessment for the client with diminished competency or co-existing severe mental illness, patient experiencing psychiatric decompensation following SRS or initiation of hormonal treatment).
- c) **Tier 3 service (child/adolescent specialists):** At least one mental health clinician in VCH/Fraser and in each of the other health regions (Interior, North, Vancouver Island). This group of clinicians should include at least one psychiatrist able to provide assessment and case consultation in complex cases (e.g., co-existing gender concerns and severe behavioral, psychological, or developmental problems).

These service goals should be considered tentative and should be re-evaluated periodically. Client/clinician requests to the Transgender Health Program provide an approximate sense of whether existing clinician availability is sufficient to meet client needs.

The THP's resource guide currently lists eight crisis services, three non-profit or governmental clinical mental health services, and 48 clinicians in private practice (30 therapists, 17 psychologists, and one psychiatrist). This is a significant pool of mental clinicians interested in working with transgender individuals. However, the high incidence of unemployment and poverty in the transgender community^{10,12} creates financial barriers to accessing the services of private psychotherapists and psychologists. The current number of mental health clinicians *within the public health sector* who are able to provide trans-competent service is insufficient to meet the service goals outlined above.

To address this service gap private clinicians must be contracted to provide subsidized care, or clinicians who are in the public mental health system (e.g., health regions' adult mental health services teams, MCFD youth mental health teams, community health centres, hospital outpatient programs) must be trained to provide transgender care. Training is also needed to address geographic gaps (there are no clinicians listed from northern BC, and few clinicians in other rural or remote areas) and the paucity of services for youth (there are two psychologists currently seeing gender dysphoric adolescents, but no transgender specialists providing assessment and counselling services to prepubertal gender dysphoric children).

Determination of a training strategy for Tier 2 (and Tier 3) services depends largely on the direction taken by VCH in the delivery of transgender mental health services.

- **Transgender mental health services delivered within existing public health system**

Only three of the clinical mental health services listed in the Transgender Health Program's resource guide offer mental health services at no cost to the client (two community agencies in Vancouver are able to provide Tier 2 counselling, and one psychiatrist in Victoria is able to provide some Tier 3 services). To meet the service goals outlined above, aggressive recruitment and training would be required to train psychiatrists in private practice and staff at regional mental health teams and/or outpatient hospital programs. As these groups have typically only taken brief basic training, a systematic training program addressing the competencies in all three tiers would likely be needed.

- **Transgender mental health services delivered as contracted care**

If VCH decides to contract clinicians in private practice to deliver service, training should be designed to fit the needs of the clinicians who will perform the contracted services. There are already a number of clinicians in the private sector who have completed the equivalent of Tier 2 and 3 training, and are able to practice at a Tier 2 or 3 level; for these clinicians, training may focus on implementation of the Trans Care Project guidelines and ongoing professional development. Recruitment and training in Tiers 1-3 would still be needed to address geographic gaps in service (particularly northern BC) and child/adolescent services.

Training Currently Available

Discipline-specific training

Counselling and psychology

1. Undergraduate/graduate education

Undergraduate counselling and psychology programs are offered at twelve public post-secondary institutions in BC (Camosun College, Capilano College, Douglas College, Kwantlen University College, Langara Community College, Malaspina University-College, North Island College, Northwest Community College, University of BC, University of BC – Okanagan, University of Northern BC, University of Victoria) and one private Christian institution (Trinity Western University). Graduate programs in counselling/educational psychology and clinical psychology are offered at TWU, UBC, UNBC, and UVic. For more detailed discussion of diploma, BA, BSc, MA, MSc, and PhD programs in counselling and psychology, see Appendix A.

A review of undergraduate and graduate counselling and psychology courses available in BC noted inclusion of transgender issues in the following contexts:

- abnormal psychology: gender and sexual identity disorders
- biological psychology: biological theories of gender identity development and sexuality
- lifespan psychology: development of gender identity during childhood
- psychology of human sexuality
- social psychology: gender relations, psychology of women

In past years, guest lecturers from transgender community groups have been invited to present as part of the Department of Psychology's Clinical Seminar at the University of Victoria. Frequency and content depends on instructor/student interest and community speaker availability.

2. Continuing education

Continuing education for clinical counsellors and psychologists already in practice is available through private and public post-secondary institutions, professional associations, and topic-specific conferences. Provincial and national professional associations provide varying levels of education, including accreditation of external events for professional development credits, assistance in completion and evaluation of individualized learning and development plans, organizing conferences, and providing online courses. Health agencies and institutions (including health regions) may also provide in-services for mental health staff, as well as public continuing education on topics of interest to mental health clinicians. For more detailed discussion of continuing education programs for clinical counsellors and psychologists, see Appendix A.

The THP's continuing education sessions in transgender mental health (discussed in the interdisciplinary section on page 10) have had strong attendance by clinical counsellors and psychologists. A local counsellor (Christina Limmer) has developed a one-day transgender sensitivity/awareness training that is being offered as part of continuing education for counsellors through the University-College of the Fraser Valley.

Clinical social work

1. Undergraduate/graduate education

Bachelor programs in social work are offered at seven public post-secondary institutions in BC (University College of the Fraser Valley, University of BC, University of BC – Okanagan, University of Northern BC, University of Victoria, and a partnership between Nicola Valley Institute of Technology/Thompson River University), with graduate programs in social work offered at the University of BC, the University of Northern BC, and the University of Victoria. Camosun College, Douglas College, Langara Community College, Malaspina University-College, Northwest Community College, and Selkirk College offer social service diploma programs (with some courses transferable towards a BSW). For more detailed discussion of BSW, MSW, and PhD programs in social work, see Appendix B.

No transgender content was found in a review of descriptions of undergraduate and graduate social work courses available in BC (Appendix D). However, courses relating to gender and sexuality may include transgender content (that is not noted in the brief course descriptions used for the review). In past years, instructors of undergraduate social work courses at the University of Victoria have invited guest lecturers from transgender community groups to speak on transgender issues for 30-60 minutes, but the frequency and content has been inconsistent, relying on instructor/student interest and community speaker availability. Transcend Transgender Support & Education Society and the Transgender Health Program have supervised a number of undergraduate social work students to

undertake special projects in transgender health. The lack of clinical mentorship or supervision prevents students from working directly with clients, so the focus has been development of education, policy, and advocacy initiatives. Students must be highly self-motivated and self-directed as neither organization has sufficient capacity to provide extended support or mentorship.

2. Continuing education

Continuing education for clinical social workers is available through private and public post-secondary institutions, the provincial professional association, and topic-specific conferences. Health agencies and institutions (including health regions) may also provide in-services for clinical social workers on staff, as well as public continuing education on topics of interest to clinical social workers. For more detailed discussion of continuing education programs for clinical social workers, see Appendix B.

In its first year (2003-2004) the THP organized numerous continuing education sessions that were attended by clinical social workers. These are discussed in the interdisciplinary section on page 10.

Psychiatric nursing

As discussed in *Recommended Framework for Training in Transgender Primary Medical Care*, the Department of Psychiatric Nursing at Douglas College offers a Diploma in Psychiatric Nursing, Advanced Diploma in Psychiatric Nursing, psychiatric nursing refresher program, and Bachelor of Health Science (Psychiatric Nursing); pending government approval, a Bachelor of Science in Psychiatric Nursing will be offered in September 2006 (with possible discontinuance of the Bachelor in Health Science with a specialty in psychiatric nursing). No transgender content was found in a review of undergraduate and graduate nursing courses available in BC. In past years students in undergraduate psychiatric nursing courses at Douglas College have invited guest lecturers from transgender community groups to speak on transgender issues, but the frequency and content has been inconsistent, relying on student interest and community speaker availability.

Continuing education for nurses is available through private and public post-secondary institutions and through topic-specific conferences (see *Recommended Framework for Training in Transgender Primary Medical Care* for details). As part of professional registration, psychiatric nurses are required to meet continuing competence requirements relating to practice hours and personal practice review. In the immediate year preceding renewal, RPNs seeking to renew their registration must complete a self-assessment of practice, develop and implement a learning plan based on the self-assessment, and evaluate the outcome/results of the learning plan. Annual confirmation of participation in the Continuing Competency program is required. None of the continuing education courses offered for nurses in BC appear to have any transgender content.

Psychiatry

Undergraduate, graduate, and postgraduate physician training is offered through the Faculty of Medicine at UBC. The UBC Department of Psychiatry offers eight entry residency positions per year. Residents complete clinical rotations at approved hospital units and community mental health teams throughout the province, including mandatory rotations in child/adolescent and geriatric psychiatric services. Clinical rotations are supplemented by weekly lectures in three years of the program.

Continuing education for psychiatrists already in practice is available through UBC (the Division of Continuing Medical Education in the Faculty of Medicine, Psychiatry Grand Rounds at each of the teaching hospitals, and workshops and symposia), professional associations, and medical conferences (organized by government bodies or community organizations). Continuing medical

education (CME) events are typically accredited by UBC and/or one or more professional associations, so credits from CME events can be applied toward maintenance of certification. For more detailed discussion of psychiatrist continuing education, see Appendix C.

Residents may be exposed to transgender patients during clinical training; this is most likely when the internship includes rotation in a setting with a relatively high transgender caseload (e.g., St. Paul's Hospital, Strathcona Mental Health Team). Clinicians in the UBC Department of Psychiatry Division of Sexual Medicine may include lectures on gender identity disorders in didactic training for psychiatry residents and continuing medical education. The Division of Sexual Medicine is exploring a fellowship in transgender medicine to offer opportunities for psychiatrists interested in specializing in transgender care.

In its first year (2003-2004) the THP provided an hour-long workshop on basic transgender issues to staff at five Vancouver Coastal Health mental health teams (including psychiatrists). Despite sponsorship by the Department of Psychiatry, no psychiatrists or psychiatry residents attended any of the other continuing education courses offered by the THP in 2003 and 2004. Strategies to recruit and train psychiatrists should be considered.

Sexology

In Quebec and Europe, the term “clinical sexologist” refers to a practitioner with training in a clinical human behaviour field with (i) a special focus on sexuality as part of their graduate work, or (ii) postdoctoral or professional continuing education in an aspect of sexual health (e.g., sexual medicine, marriage and family therapy, forensics). In BC, sexologists are not regulated and, like counsellors, may have varying degrees of clinical training. As clinical sexology is essentially a specialization of other clinical disciplines (rather than a stand-alone discipline), training specifically for sexologists is not discussed in this document. However, sexologists should be included in clinical training relevant to their original discipline (counselling, psychology, medicine, etc.)

Interdisciplinary mental health training

Tier 1 (Basic) Training

In its first year (2003/2004), the Transgender Health Program provided an interdisciplinary basic-level workshop on transgender mental health to staff from:

Adult services

- health region programs: 7 mental health teams, 1 suicide prevention program, addiction staff and contracted addiction services
- non-profit organizations: 3 family counselling agencies, 1 immigrant-serving program, 1 addictions program, 1 crisis program

Youth services

- BC Children's Hospital: Psychology Rounds (attended by staff from Adolescent Medicine, Eating Disorders, Psychology, Psychiatry)
- health region programs: child/adolescent specialists in Vancouver Community teams
- non-profit organizations: 3 family counselling agencies, 1 addictions program
- interagency Parenting & Mental Health Group (VCH, MCFD, BC Children's Hospital)

Some local “LGBT” (lesbian/gay/bisexual/transgender) training initiatives include Tier 1 transgender content. For example, the Changeways Clinic includes transgender terminology in its “Sexual Orientation Issues in Healthcare” training for mental health professionals.

Outside BC, numerous mental health clinicians (e.g., Carl Bushong, Meral Crane, Carrie Davis, Farzana Doctor, JoAnne Keatley, Ari Lev, Jean Malpas, Edgardo Menvielle, Hershel Russell, Reid Vanderburgh, Barbara Warren) and professional educators from a non-clinical background (e.g., Loree Cook-Daniels, Sam Lurie, Lydia Sausa) have provided introductory transgender training for mental health professionals through symposia and workshops. Descriptions of workshops offered by these individuals suggest a combination of Tier 1 and Tier 2 training.

Tier 2 (Intermediate) Training

In 2004 the Transgender Health Program provided a two-day Tier 2 mental health intensive. The intensive was attended by counsellors, psychologists, clinical social workers, nurse specialists, and family physicians.

Tier 3 (Advanced) Training

In 2005 the Transgender Health Program provided a two-day Tier 3 training intensive for 10 potential hormone assessors (registered clinical counsellors, clinical social workers, psychologists, and family physicians). Supervision meetings with the hormone assessors are occurring every two months and are ongoing. Additionally, ongoing Tier 3 training is taking place for the two graduates of the previous training who meet the BC Medical Services Plan criteria for assessment of surgical eligibility/readiness.

Few North American post-secondary programs include Tier 3 transgender clinical practice and research. Those that have been confirmed as offering Tier 3 training are outlined in Table 3 below.

Table 3: Post-Secondary Programs Offering Tier 3 Transgender Mental Health Training

University	Unit	Description	Qualifications
Maimonides University	American Academy of Clinical Sexologists	Certification program (120 hours) and PhD program (2 years)	<ul style="list-style-type: none"> masters degree in clinical behavioural discipline
Columbia University	Department of Psychiatry	Postdoctoral research training in developmental psychobiology, with a focus on the development of gender and sexuality	<ul style="list-style-type: none"> psychiatrist clinician with PhD in human behavioral sciences (child clinical focus preferred)
University of Minnesota	Department of Family Practice & Community Health	Fellowship in Human Sexuality (2 years)	<ul style="list-style-type: none"> psychiatrist PhD psychologist PhD marital/family therapist

The Harry Benjamin International Gender Dysphoria Association's biennial conference provides continuing education for mental health professionals from a variety of disciplines.

Development of Training

Basic training (Tier 1)

Basic training involves building transgender sensitivity and awareness. Cultural competency models already used in mental health¹³⁻¹⁷ may be useful in developing this level of competency in transgender care. Cultural competence training aims not only to sensitize clinicians to interpersonal issues in the clinician-patient relationship, but also to raise clinician awareness of the broader sociocultural forces that influence mental health and create disparities in access to care.^{18,19} Applying the cultural competency model to transgender mental health, basic training could include:

- awareness: personal and societal attitudes about gender diversity, gender variance, and cross-gender behaviour/identity; awareness of common myths and stereotypes; awareness of the impact of transphobia on the provider-client relationship and on access to care
- knowledge: frequency of gender-variance, transgender concepts and terms, range of gender concerns, local client/clinician resources
- skill: basic clinical communication protocols, recognition of gender concerns

As discussed in *Recommended Framework for Training in Transgender Primary Medical Care*, Tier 1 training should engage the clinician to transform practice. Training methods may include a combination of lectures, case discussions, problem-based learning cases, role playing, clinical reasoning exercises, self-awareness exercises, and communication skills workshops to improve knowledge, skills, and awareness; small group role-plays, interactive case seminars, and discussion of videotaped interactions may be used to evaluate the ability to translate knowledge, skills, and awareness into the practice setting.²⁰ This highly interactive approach goes far beyond the didactic curriculum that has previously been used by the Transgender Health Program (and that is typical of other introductory level training on transgender issues). It is recommended that funding be explored to support the development of a more interactive teaching module.

As all mental health clinicians are expected to have Tier 1 knowledge of transgender issues, ideally Tier 1 training would be incorporated into undergraduate and graduate education. Transgender content is already present in some psychology and psychiatry courses (see Appendices A and C) but the existing content is not necessarily congruent with the principles of the Transgender Health Program (e.g., depiction of gender-variance as a type of psychopathology, omission of influences on transgender mental health other than gender dysphoria). A more detailed review of transgender content and teaching materials would be useful in determining resources that could help promote a consistently trans-positive framework for basic education. Appendix D discusses courses in each discipline where transgender content could be incorporated (e.g., through case studies). A “train the trainer” module could be developed to help post-secondary instructors teach transgender mental health content in a non-pathologizing, non-stigmatizing manner that addresses both gender dysphoria and mental health impacts of societal transphobia. Improved practicum support for students and residents (through dedicated resources at the Transgender Health Program) is also recommended as a way to improve Tier 1 learning.

Incorporation of transgender content into existing curriculum will require ongoing discussion and advocacy with post-secondary institutions. In the interim, Tier 1 training should be made available in formats that can be used by students and professionals already in practice. For example:

- a) **Self-paced online training:** Lectures, problem-based learning cases, clinical reasoning exercises, and reflexive self-awareness exercises could be made available as a self-paced online module (similar to the inner city medicine module at <http://ichc.familymed.ca>). A locally produced video such as *Gender Line*²¹ could be included in the package to introduce clinicians

to diversity within the transgender population and facilitate exploration of personal attitudes to gender-variance. This type of module could be used for basic training for all professions.

- b) **Virtual classroom:** WebCT or other educational software that combines computer-mediated communication (discussion groups, chat rooms, etc.) and the provision of didactic material could be used to support a facilitated virtual interest group of students/clinicians around the province. The communication element would support case discussions and other interactive learning.
- c) **Seminar:** An introduction to transgender mental health could be delivered as a half-day or full-day seminar. Ideally this type of training would be co-delivered by a mental health clinician and a transgender person (or a transgender clinician), with a panel of transgender speakers/small group facilitators to introduce participants to diversity within the transgender community. To date all of the Transgender Health Program's mental health seminars have been interdisciplinary; as few psychiatrists have attended, a short seminar specifically for psychiatrists (e.g., as part of the Annual UBC Department of Psychiatry Clinical Day or Grand Rounds) should be considered as part of a recruitment strategy.
- d) **Publications/presentations:** Publication of transgender health articles in local mental health journals (e.g., BCACC's *Insights*, BCPA's *BC Psychologist*, BCASW's *Perspectives*, CRPNBC's *The Communicator*, *Canadian Journal of Psychiatry*) and poster/paper presentations at meetings of local professional associations helps raise awareness about transgender health. Print materials for patients to give to their clinicians (and consumer education materials to be given to patients by their providers) are also useful awareness-raising tools.

The examples of Tier 1 transgender training reviewed as part of this project involved either a trans-specific or a LGBT (lesbian, gay, bisexual, and transgender) approach. While there is political utility in grouping lesbian, gay, bisexual, and transgender communities, the efficacy of an LGBT approach in teaching transgender mental health care should be carefully considered. Although there are some shared experiences between lesbian/bisexual women, gay/bisexual men, and transgender people (of all sexual orientations), there are significant differences between these three populations in terms of mental health concerns, assessment and treatment issues, and psychosocial concerns. In the absence of evaluation of the validity of a LGBT approach in training relating to transgender care, a combined approach is not recommended. If a LGBT approach is pursued by VCH, the instructor must be screened to determine trans-competency and the curriculum must be reviewed to ensure it accurately conveys the critical concepts in delivery of transgender mental health care, not just issues shared with non-transgender lesbians/gays/bisexuals.²²

Intermediate training (Tier 2)

As discussed previously, decisions regarding funding and service structure are key in reducing barriers to accessing competent care. Determination of a training strategy for Tier 2 (and Tier 3) services depends largely on the direction taken by VCH in the delivery of transgender mental health services.

A quantum leap in awareness, knowledge, and skill is involved between Tier 1 and 2. Tier 1 training aims to improve practitioner comfort in working with the transgender population and to provide basic cultural competence. Training in Tier 2 care addresses issues of *clinical competence*: the ability to provide care that is not only sensitive and respectful of transgender individuals, but also clinically effective (at a general level).

Training objectives include:

- awareness: trans-specific psychosocial issues, trans-specific guidelines relevant to mental health care, trans-specific clinical advocacy issues
- knowledge: transgender identity development, mental health impacts of transphobia, treatment options for gender concerns (including psychotherapy, pharmacotherapy, surgery, and social role transition), resources for individuals undergoing gender transition
- skill: client interview, evaluation of gender concerns, trans-specific documentation

These issues are the focus of two sections in *Counselling and Mental Health Care of Transgender Adults and Loved Ones*¹ (“Trans-Specific Assessment and Treatment of Mental Health Issues” and “Trans-Specific Elements in General Counselling”), and the latter chapter of *Caring for Transgender Adolescents in BC: Suggested Guidelines*² (“Ethical, Legal, and Psychosocial Issues in Care of Transgender Adolescents”). To support the translation of these guidelines into practice, mental health professionals highly expert in Tier 2 transgender mental health care for adults (e.g., Carrie Davis, Gender Identity Project, New York; Ari Lev, State University of New York at Albany; Rupert Raj, Sherbourne Community Health Centre, Toronto; Julian Young, University of Victoria) and adolescents (e.g., Edgardo Menvielle, Children’s National Medical Centre, Washington, DC; Gerald Mallon, City University of New York) should be contracted to develop and deliver training.

In addition to didactic teaching techniques similar to those described in Tier 1, an experiential component is needed in Tier 2 training to facilitate development of skill in the therapeutic interaction. This may include critical reflection on videotaped interviews and therapeutic sessions, observation of more experienced practitioners (with appropriate screening by the Transgender Health Program to determine practitioner suitability in a mentorship role), and role-plays. Role-plays with non-transgender colleagues have utility in initial practice of new terminology, client questions, and client education considerations that may be unfamiliar to the practitioner new to transgender mental health care. However, it is difficult to simulate the cognitive dissonance of working with a client whose identity does not match their appearance in a role-play. If transgender community volunteers are to be used as demonstration clients for training purposes, care should be taken to ensure that participation is fully voluntary and that clients have appropriate preparation and debriefing. Prospective volunteers should be carefully screened, and any simulated therapy sessions carefully supervised.

Advanced training (Tier 3)

As discussed previously, decisions regarding funding and service structure are key in reducing barriers to accessing competent care. Determination of a training strategy for Tier 3 services depends largely on the direction taken by VCH in the delivery of transgender mental health services.

Tier 3 care involves specialty care in transgender mental health. Training focuses on evaluation and treatment of gender dysphoria (including assessment of hormone and surgery eligibility/readiness), evaluation and treatment of compulsive crossdressing, and complex psychological issues in gender transition (e.g., persistent regret following SRS). Mental health professionals highly expert in Tier 3 transgender mental health care for adults (e.g., Walter Bockting, Lin Fraser, Gail Knudson, Ari Lev, Katherine Rachlin, Anne Vitale) and adolescents (e.g., Peggy Cohen-Kettenis, Friedemann Pfäfflin) should be contracted to develop and deliver Tier 3 training.

Clinicians who take Tier 3 training should already have substantial experience working with the transgender community. As there are widely varying approaches to transgender mental health care, an individualized learning assessment should be done prior to training to determine whether elements of Tier 1 and 2 training are appropriate for this group as part of advanced training. As the target group for this level of training is small, it may be most efficient to deliver it through a virtual

classroom (using interactive web-based technology) or real-time video technology. Didactic training should include case discussions, problem-based learning cases, and clinical reasoning exercises.

Tier 3 training should include detailed discussion of the processes involved in determination of hormonal/surgical eligibility and readiness. This includes discussion of differential diagnosis of gender concerns, assessment of co-existing conditions, the eligibility and readiness criteria outlined in the HBI-GDA *Standards of Care*, BC Medical Services Plan criteria for approval of SRS coverage, and complex cases. As per *Recommendations for a Transgender Health Program*,²³ harm reduction approach to hormone prescription should be emphasized.

Tier 3 training should include direct experience working with advanced mental health clinicians who provide care to a diverse group of transgender individuals. The opportunity to observe, discuss cases, and receive clinical supervision by a highly experienced provider is an important aspect of Tier 3 training. Funding should be sought for internships and fellowships at university- or hospital-based gender clinic programs that follow a model consistent with the practice guidelines (e.g., at University of Minnesota, Children's National Medical Center, or VU University Medical Centre), and/or community-based transgender counselling centres (e.g., Southern California Transgender Counselling, Los Angeles Gender Centre). The priority for internship funding for the first two years should be advanced local clinicians who are interested in developing a local mentorship program. A local fellowship in transgender mental health could support the development of a local mentorship program by a clinician with a particular interest in this field.

Ongoing professional development

Virtual networks such as the HBI-GDA listserv provide opportunities to discuss complex cases and issues in transgender mental health care. Mental health clinicians known to be involved in Tier 3 care should be invited to a facilitated collegial meeting to discuss additional supports needed for ongoing professional development (e.g., clinical supervision, peer consultation).

To strengthen a province-wide network of care, mental health clinicians involved in transgender care should be supported to meet periodically (every 6-12 months) to discuss issues in implementation/revision of the Trans Care Project mental health guidelines, training needs, outreach strategies to involve new clinicians, and emerging issues. It may be helpful for the group to choose a point person to liaise with the Transgender Health Program. A member of the group should also be supported to attend the biannual HBI-GDA conferences and to present information about new developments in primary medical care (including hormonal and surgical issues) to the group. Presentation of information about transgender care at professional meetings should be financially supported.

Training Priorities

This document outlines four levels of training for clinicians specializing in mental health practice. The Education Working Group of the Transgender Health Program will need to determine specific priorities and steps for implementation (summarized in Table 4 on the following page).

Table 4: Implementation of Transgender Mental Health Training Framework

Level	Target Audience	Possible Routes for Implementation
Tier 1: Basic	<ul style="list-style-type: none"> all students/residents in mental health disciplines all mental health clinicians in practice 	<ul style="list-style-type: none"> collaborate with professional associations/post-secondary institutions to develop an interactive module that can be offered as a self-paced online course, WebCT course, or seminar develop a short seminar specifically for psychiatrists (e.g., as part of UBC Department of Psychiatry Clinical Day or Grand Rounds) contact post-secondary institutions and health region clinical educators to discuss integration of Tier 1 concepts into existing training (e.g., review existing materials, explore development of “train the trainer” course, create coursepack materials) create structured practica and mentorship opportunities for students and residents with an interest in transgender mental health work with Tier 2/3 clinicians to develop articles for local journals and poster/paper presentations for local professional meetings
Tier 2: Intermediate	<i>Service Goal: 1 adult & 1 youth Tier 2 mental health clinician in each CHA in Vancouver and each of the 15 HSDAs outside Vancouver</i>	
	<ul style="list-style-type: none"> mental health clinicians who have either worked with at least one transgender client or taken Tier 1 training 	<ul style="list-style-type: none"> collaborate with professional associations/post-secondary institutions to develop an interactive module that can be delivered as an online course, WebCT course, or interdisciplinary seminar (e.g., for credit towards certification) develop experiential training: observation/internship, videotaped interviews, role-plays, case discussions
Tier 3: Advanced	<i>Service goal: 1 Tier 3 adult specialist in each of the health regions; 1 Tier 3 child/adolescent specialist in Vancouver/Fraser, Interior, North, and Vancouver Island</i>	
	<ul style="list-style-type: none"> mental health clinicians with substantial experience working with the transgender community 	<ul style="list-style-type: none"> develop a self-learning assessment that can be done by mental health clinicians who are already practicing at an advanced level (to determine areas where further training is required) collaborate with professional associations/post-secondary institutions to develop an interactive teaching module that can be delivered through a virtual classroom (WebCT course, real-time video) financially support 1 mental health clinician per fiscal year to intern at a transgender mental health program; work toward development of local internship program explore creation of a graduate/post-graduate fellowship in transgender mental health care actively recruit clinicians in rural/remote areas (esp. north) and provide sufficient training/support to be able to offer Tier 3 service
Ongoing professional development	<ul style="list-style-type: none"> mental health clinicians actively involved in transgender care (Tiers 2 & 3) 	<ul style="list-style-type: none"> formalize network of care: dedicate funds to support a meeting of Tier 2-3 clinicians every 6-12 months to discuss implementation/ revision of guidelines, training needs, recruitment strategies, and emerging issues financially support 1 local clinician to attend HBIQDA conference and present information to the network of clinicians

This framework is specific to mental health professionals working in the community setting. To assist in determination of training priorities it may be beneficial to survey clinicians currently listed in the Transgender Health Program’s resource guide to identify their learning needs and interests. Further work is needed to develop training frameworks and engage mental health clinicians working in acute care (particularly Emergency), tertiary care, continuing care, and palliative care.

Funding for coordination of education development and specific projects outlined in the table on the preceding page is essential, as existing THP resources are insufficient to achieve the service and training goals discussed in this document. Funding is needed not only to develop and deliver training, but to pay clinician trainees for time spent in training. Adequate clinician compensation is particularly important in recruiting clinicians to provide Tier 3 service, as a high degree of training time is required for this level of care.

Recommendations: Training in Transgender Mental Health Care

General principles

1. The Transgender Health Program requires resources to recruit and train mental health clinicians to deliver culturally and clinically competent transgender care. This includes (a) dedicated core funding for ongoing education coordination and evaluation, (b) project funding for the development and delivery of clinical training, and (c) compensation for clinicians taking part in training (as part of a comprehensive recruitment strategy).
2. Training should be reflective of the broad diversity of the transgender population, and should include discussion of health concerns for transgender individuals with barriers to accessing care (e.g., Aboriginal transgender/Two-Spirit people, transgender people of colour, transgender people with disabilities, poor/homeless transgender people, transgender people living in rural/remote locations, transgender people in residential care or prison, transgender youth, and transgender seniors).
3. Training should be developed and delivered by clinicians with expertise in transgender mental health care and adult education. Meaningful input by local transgender people, loved ones, and clinicians involved in transgender care is essential. Initiatives to increase local capacity to deliver education are strongly encouraged.
4. Training should aim not only to increase the clinician's knowledge, skills, and awareness, but also to facilitate transfer into the practice setting. In addition to lectures, training should include problem-based learning cases, role playing, clinical reasoning exercises, and other interactive forms of education.
5. Transgender health service delivery is undergoing significant change in BC. Accordingly, education planning should include periodic reassessment of clinicians' training needs and re-evaluation of required resources. Quality control and quality improvement measures should be included in the education plan.

Service targets

6. Tier 1 care: No set number of clinicians (all clinicians need Tier 1 skills). To achieve this goal, training in transgender basics should be available to all students in mental health disciplines, psychiatry residents, and mental health clinicians already in practice.
7. Tier 2 care: At minimum, two mental health clinicians (one for adults, one for youth) in each of the six community health areas in Vancouver and each of the 15 health service delivery areas outside Vancouver.
8. Tier 3 care: At minimum, one adult specialist in each of the health regions, with one child/adolescent specialist in Vancouver/Fraser, Interior, North, and Vancouver Island health regions. This group of clinicians should include at least two psychiatrists working with adults and two psychiatrists working with youth who are able to provide assessment and case consultation in complex cases.

Basic training

9. Basic training aims to ensure that mental health clinicians are comfortable talking about transgender issues, able to discern a non-problematic variant identity from a gender concern that may require clinical attention, and aware of relevant peer and professional referral resources.
10. Basic training should be developed for students in mental health disciplines and clinicians already in practice, with a short seminar developed specifically for psychiatrists (in addition to interdisciplinary basic training for all mental health clinicians). There is sufficient local expertise to develop and deliver this level of training.
11. Postsecondary institutions providing training for mental health clinicians should be contacted to review existing transgender content and discuss incorporation of trans-specific examples (e.g., case studies) into existing courses. Resources should be dedicated to support undergraduate, graduate, and resident practicum placements and projects.
12. Self-paced online training, facilitated virtual interest group/classroom, and interdisciplinary seminar formats should be considered for clinicians already in practice and students with a special interest in transgender mental health health.
13. To raise local clinician awareness, articles should be developed for local professional association newsletters and posters/papers submitted to local professional association conferences.

Intermediate training

14. Intermediate training aims to promote clinically effective mental health assessment, care planning, and treatment of psychosocial concerns shared with non-transgender people (e.g., adjustment issues, stigma/marginalization, identity development).
15. Intermediate training should be offered to mental health clinicians already involved in transgender care as well as mental health clinicians who are interested in expanding accessibility to the transgender community.
16. A mental health clinician highly expert in transgender care should be contracted to develop and deliver intermediate training that supports the translation of *Counselling and Mental Health Care of Transgender Adults and Loved Ones*¹ and *Caring for Transgender Adolescents in BC: Suggested Guidelines*² into practice.
17. An experiential component (e.g., role-plays, observation, analysis of videotaped interactions) should be developed to facilitate development of skill in assessment and psychotherapy. Standards should be set for participation and support of transgender community volunteers.

Advanced training

18. Advanced training aims to facilitate the provision of transgender specialty mental health services. Specifically, advanced training should focus on (a) evaluation and treatment of gender dysphoria (including assessment of hormone and surgery eligibility/readiness), (b) evaluation and treatment of compulsive crossdressing, and (c) complex psychological issues in gender transition (e.g., persistent regret following SRS).
19. Advanced training should be offered to mental health clinicians with substantial experience working with the transgender community. An individualized learning assessment should be performed to determine training needs, and elements of Tier 1 and 2 training incorporated as needed.
20. A mental health clinician highly expert in transgender care should be contracted to develop and deliver didactic training that includes complex case discussions, problem-based learning cases, and clinical reasoning exercises. Interactive web-based technology or real-time video technology should be considered.
21. Internship with advanced clinicians who provide mental health care to a diverse group of transgender clients should be supported for at least one clinician per fiscal year, with priority to advanced local clinicians who are interested in developing a local mentorship program.

Continuing education

22. Mental health clinicians actively involved in transgender care should be supported to meet every 6-12 months to discuss issues in implementation/revision of mental health guidelines, training needs, outreach strategies to involve new clinicians, and emerging issues. Additionally, mental health clinicians involved in hormone and surgery eligibility/readiness assessment should be supported to meet periodically with prescribing clinicians and surgeons to discuss issues relating to assessment.
23. A member of the group should be supported to attend the biannual HBGDA conferences and to bring back information about new developments in mental health care.
24. A fellowship in transgender mental health care should be explored.

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Appendices

Appendix A: Counselling and Psychology Education in BC

- Post-secondary – Diploma/Undergraduate/Graduate Programs
- Continuing Education

Appendix B: Clinical Social Work Education in BC

- Post-secondary – Diploma/Undergraduate/Graduate Programs
- Continuing Education

Appendix C: Psychiatry Education in BC

- Post-secondary – Undergraduate/Post-graduate/Graduate Programs
- Continuing Education

Appendix D: Incorporation of Transgender Basics into Existing Post-secondary Education

- Counselling / Psychology
- Psychiatry
- Social Work / Community Services

Public Post-Secondary Institutions in BC

Colleges

- Camosun College
- College of New Caledonia (CNC)
- COTR: College of the Rockies (CoTR)
- Douglas College
- Langara College
- North Island College (NIC)
- Northern Lights College (NLC)
- Northwest Community College (NWCC)
- Okanagan College
- Selkirk College
- Vancouver Community College (VCC)

University-Colleges

- Kwantlen University College (KUC)
- Malaspina University College (MUC)
- University College of the Fraser Valley (UCFV)

Universities

- Royal Roads University (RRU)
- Simon Fraser University (SFU)
- Thompson Rivers University (TRU)
- University of British Columbia (UBC)
- University of Northern BC (UNBC)
- University of Victoria (UVic)

Institutes

- British Columbia Institute of Technology (BCIT)
- Emily Carr Institute of Art & Design (ECIAD)
- Institute of Indigenous Government (IIG)
- Justice Institute of BC (JIBC)
- Nicola Valley Institute of Technology (NVIT)

Appendix A: Counselling and Psychology Education in BC

In BC, under the *Health Professions Act* and the *Psychologists' Regulation*, only individuals who have completed training in psychology at the doctorate level can become a registered psychologist. Individuals who have a masters degree in psychology and have three years supervised experience in psychology can apply to the College of Psychologists of BC for designation as a “registered psychological associate”. Despite the difference in educational background, there is no difference in scope of practice between a registered psychological associate or a registered psychologist. In keeping with the focus of the Trans Care Project, we limited our review of psychology programs in BC to those with an applied clinical focus – i.e., clinical psychology, counselling psychology, and educational psychology. Programs in cognitive neuroscience, community psychology, experimental psychology, forensic/legal psychology, and social psychology are not discussed in this review.

Counselling is not yet regulated in BC, and there is therefore no professional body that oversees counselling education or practice. In the absence of legislated professional associations, voluntary counselling associations regulate their members by creating standards for certification and managing a complaints process. A complete survey of local and distance training programs in the wide range of fields, modalities, and approaches that might be considered part of a broad definition of “counselling” (e.g., addiction counselling, debt/financial counselling, pastoral care, relationship therapy, sex therapy, specialized victim assistance counselling, vocational counselling; art therapy, body-centred psychotherapy, cognitive/behavioral therapy, EMDR, family therapy, Gestalt therapy, hypnotherapy, music therapy, narrative therapy, play therapy, solution-focused therapy) was not possible within the scope of this project. For our education review we focused on local programs that offered general training in counselling rather than specialized training in a particular topic or modality.

Post-secondary: Diploma/undergraduate/graduate programs

1. Certificates and diplomas in general counselling

CoTR offers an Applied Psychology Certificate consisting of 5 core courses in counselling/psychology, 5 elective courses, and completion of a practicum. Courses are transferable to a Bachelor of Arts in Psychology.

Douglas College offers a 4-term Child and Youth Care Counsellor Diploma. Courses are transferable to a Bachelor of Arts in Child & Youth Care.

NVIT offers a Foundational Skills in Counselling Certificate on demand to Aboriginal communities or organizations. The ten courses are typically taught in five-day blocks over 10-12 months.

VCC offers two counselling certificate programs as part of its continuing education programs. Following completion of a basic counselling course, students can choose the Counselling Skills Certificate stream or the Substance Abuse Counselling Skills Certificate stream. The Counselling Skills Certificate requires completion of four required courses, two elective courses, and a practicum, and can be completed in 15 months to three years.

2. Undergraduate programs (Associate Degree, BA, BSc)

Undergraduate programs in psychology do not typically involve courses in counselling practice, but introduce the student to topics relevant to graduate studies in clinical or counselling psychology (e.g., lifespan development, psychological disorders). An associate degree in Psychology (two years of university-level study, transferable toward credit in an undergraduate university Psychology

program) is available from Capilano College, Camosun College, Douglas College, IIG, KUC, Langara College, MUC, NIC, NWCC, and Selkirk College. Bachelor of Arts in Psychology programs are offered at KUC, MUC, SFU, TRU, UBC, UBC – Okanagan, UVic, and Trinity Western University. UCFV and Douglas College offer a combined BA program (all four years at Douglas College, but BA granted by UCFV). A Bachelor of Science program in psychology is offered at UNBC. UBC also offers a BSc in psychology for students focusing on the biological basis of behaviour, but the Department does not recommend this program for students who wish to pursue graduate studies in clinical psychology (the BA program is recommended instead).

Several institutions offer programs specific to work with youth. Diploma programs include Child and Youth Care (MUC, TRU), Child and Youth Care Counsellor (Douglas College); Child and Youth Care – First Nations (MUC); Community, Family, and Child Studies (Camosun); Youth Custody Worker (JIBC); and Youth Justice Worker (Douglas College). MUC, UCFV, and UVic offer Bachelor of Arts degree programs in Child and Youth Care.

3. Masters programs (MA, MEd, MSc)

SFU's Faculty of Education offers MA and MEd programs in Counselling Psychology. The MEd program is shorter, and is intended for students who wish to work in educational settings; the MA program is intended for those who wish to work in educational or community settings. The SFU Department of Psychology offers an MA/PhD program in Clinical Psychology, with students expected to complete a PhD following the masters (i.e., students seeking only a masters degree will not be accepted into the program). Clinical students choose from one of five research areas (cognitive-biological, developmental, law, social-personality, theory-methods) and have the option to seek a general degree in clinical psychology or a specialization in child clinical psychology (developmental area), clinical forensic psychology (law area), or clinical neuropsychology (cognitive-biological).

UBC's Department of Educational and Counselling Psychology, and Special Education offers MA and MEd programs in Counselling Psychology, with students choosing from one of four areas of focus (school counselling, counselling in higher education, community and agency counselling, or vocational rehabilitation counselling). The UBC Department of Psychology offers an MA/PhD program in Clinical Psychology, with students expected to complete a PhD following the masters (i.e., students seeking only a masters degree will not be accepted into the program).

The UNBC MSc program in Psychology does not have a specifically clinical stream, but focuses on applied psychology and human development. The Education Department offers an MEd program with a specialization in counselling, intended for individuals who wish to work in schools or the community setting (students can choose the types of counselling they wish to focus on and complete supervised clinical practica in settings relevant to their interests).

UVic offers masters degrees through the Clinical Program of the Department of Psychology (MA), the Department of Educational Psychology and Leadership Studies (MA or MEd in Counselling Psychology), and the School of Child & Youth Care. Clinical psychology students must declare an emphasis in Clinical Neuropsychology or Life-Span Psychology (or both). The EPLS MEd program is shorter than the MA program; the MA program is for students who wish to conduct research in counselling and/or intend to pursue a doctoral degree. The MA program in Child & Youth Care focuses on applied training for students who wish to pursue advanced clinical practice, supervision, staff training, and other senior positions in services for children, youth, and their families.

Two private post-secondary institutions in BC offer MA programs in Counselling. The Adler School of Professional Psychology (Vancouver) offers an MA program in counselling psychology as well as MA programs in specific topics (gerontological psychology, marriage and family therapy). Trinity

Western University offers a two-year MA degree program, with a stream in Community Counselling or in School Counselling.

4. Doctoral programs (PhD, PsyD)

There are two models for doctoral programs in clinical psychology. PhD programs (“scientist-practitioner”) combine education in psychological research with training in clinical skills. PsyD programs (“scholar-practitioner”) focus on clinical training with a minimal research component. There is currently no process within the Canadian Psychological Association to accredit PsyD programs; the American Psychological Association has accredited 56 PsyD programs in North America, with the Adler School of Professional Psychology (Vancouver) the sole institution in BC offering a PsyD.

UNBC offers a PhD program in Psychology. The program does not have a specifically clinical stream, but focuses on applied psychology and human development.

The SFU Department of Psychology offers a PhD program in Clinical Psychology. Students choose from one of five research areas (cognitive-biological, developmental, law, social-personality, theory-methods), and have the option to seek a general degree in clinical psychology or a specialization in child clinical psychology (developmental area), clinical forensic psychology (law area), or clinical neuropsychology (cognitive-biological). The UNBC PhD program in Psychology does not have a specifically clinical stream, but focuses on applied psychology and human development.

UBC offers applied PhD degrees through the Clinical Program of the Department of Psychology (PhD in Psychology) and the Department of Educational and Counselling Psychology, and Special Education (PhD in Counselling Psychology). The Department of Psychology also offers a year-long predoctoral internship in clinical psychology (http://www.psychiatry.ubc.ca/behsci/bs_intrn.html) for students with a strong interest in cognitive-behavioural therapy.

UVic offers applied/clinical PhD degrees through the Clinical Program of the Department of Psychology (PhD in Psychology), the Department of Educational Psychology and Leadership Studies (PhD in Educational Psychology), and the School of Child & Youth Care.

Continuing education

Public post-secondary institutions

1. Topic-specific certificates and diplomas

Numerous institutions offer certificates and diplomas relating to a specific topic in counselling. Prior experience in human service work is often (but not always) a prerequisite.

- addiction counselling: JIBC, NLC, UCFV, and VCC (diploma/certificate programs)
- child and youth mental health clinical certificate program (certificate program): TRU
- cross-cultural/diversity counselling skills: UBC, UVic (certificate programs)
- employment counselling: Douglas College, UCFV (certificate programs)
- guidance studies: UBC (diploma program)

2. Justice Institute of BC

JIBC offers continuing education courses in general counselling (<http://www.jibc.bc.ca/clcl/main/CertProg/CACB/CACBcertProgCourse.htm>) and family justice counselling (<http://www.jibc.bc.ca/corrections/programs/public/familyJustice.htm>). Some courses are

offered on a regular basis, while others are offered only by contract to organizations or other programs (including a course on service provision to transgender survivors of violence and abuse).

3. UBC Interprofessional Continuing Education

This unit, part of the Continuing Studies department at UBC, plans and organizes topic-specific conferences open to health professionals and the general public. Planning committees comprised of clinical experts, health profession associations, members of the public, and a UBC Continuing Education representative determine educational objectives, contact speakers, and plan the program; the sponsoring organization is responsible for paying all costs. Topics in 2006 (listed at <http://www.interprofessional.ubc.ca>) include: early childhood development, concurrent substance use and mental health disorders, indigenous women and wellness, and spirituality and health.

Professional associations

1. Adlerian Psychology Association of BC (APABC)

In conjunction with the Adler School of Professional Psychology (which offers MA and PhD programs, as discussed earlier), APABC offers post-graduate certificate programs and professional development workshops.

2. British Columbia Association of Clinical Counsellors (BCACC)

BCACC is a voluntary professional organization that does not directly provide or oversee continuing education, but advertises external workshops, seminars, and courses offered by private and post-secondary institutions, educational centres, and individuals on its website and in its newsletter. The Continuing Competency Committee coordinates BCACC conferences and works with other professional associations to promote interdisciplinary educational events.

3. British Columbia Association for Marriage and Family Therapy (BCAMFT)

The BCAMFT does not provide or oversee continuing education. The association publicizes workshops and other educational activities that may be of interest to its members.

4. British Columbia Psychological Association (BCPA)

The BCPA is a professional association for registered psychologists and registered psychological associates. The BCPA organizes periodic educational seminars and advertises externally-organized events to members.

5. British Columbia School Counsellors' Association (BCSCA)

BCSCA is a professional specialist association of the BC Teachers' Federation. BCSCA seeks to promote counselling in the school setting, define and promote professional standards and qualifications for school counsellors, and promote professional growth and research. BCSCA organizes an annual provincial educational conference and advertises externally organized training events to its members.

6. Canadian Association of School Psychologists (CASP)

CASP aims to facilitate communication among provincial/territorial associations of psychologists, advocate for psychologists working in schools, and provide information to members relating to the practice of psychology in the school system. Membership includes students and professionals in

research/applied practice. Members receive a subscription to the *Canadian Journal of School Psychology* and an opportunity to participate in CASP's annual conference.

7. Canadian Counselling Association / L'Association canadienne de counseling (CCA/ACC)

Members of the CCA/AAC can use the designation "certified counsellor" (CCC). To maintain (voluntary) certification with the CCA/ACC, counsellors must complete and submit details of continuing education (four continuing education unit credits every three years). The CCA/AAC provides accreditation for professional development and continuing education activities, but does not provide such training directly. Approved activities are advertised to members.

In conjunction with the American Counselling Association (ACA), the CCA/AAC holds an annual conference. For a conference presentation proposal to be accepted, the lead presenter must be a member of the CCA/AAC or ACA.

The BC chapter of the CCA/ACC periodically organizes professional development sessions for its members, and circulates news of local training opportunities via a member listserv.

8. Canadian Professional Counsellors Association (CPCA)

CPCA is a voluntary association that offers two professional designations (Registered Professional Counsellor and Master Practitioner in Counselling Psychology) to applicants who meet qualifying criteria. To maintain certification, members must provide documentation of participation in a minimum of 12 hours per year of professional development/continuing education in the field of counselling psychology.

9. Canadian Psychological Association (CPA)

The CPA offers web-based continuing education courses, holds an annual convention and organizes a summer institute (9 workshops over 3 days). The CPA also provides a list of organizations, workshops, and programs approved by the Association's Continuing Education Sponsors Review Committee. Approved sponsors are listed in CPA publications, can advertise having approval status, and can issue certificates of continuing education. CPA members can log credits for education by an approved organization in CPA's confidential data bank to assist with professional certification audits. The following BC institutions/organizations are approved by CPA to deliver continuing education:

- Amiga Centre for Professional Development (no longer operational)
- British Columbia Children's Hospital
- British Columbia Psychological Association
- Changeways Clinic
- University of British Columbia Psychology Clinic

Other organizations that have been approved by CPA for continuing education delivery are listed on the CPA website (<http://www.cpa.ca>).

The CPA's section on Sexual Orientation and Gender Identity Issues (<http://www.cpa.ca/sogii>) does not directly provide education, but provides a forum for professionals and researchers in these fields to exchange information with one another through a listserv and annual meetings.

10. College of Psychologists of British Columbia (CPBA)

CPBA does not directly provide education, but is responsible for establishing, monitoring, and enforcing standards of education and the qualifications for registration of psychologists in BC (as defined in the BC *Health Professions Act* and *Psychologists' Regulation*).

The CPBA requires registrants to participate in ongoing education (as per the CPBA Continuing Competency Requirements Policy), and the Quality Assurance Committee randomly audits members each year to check for compliance. Continuing competency requirements must be met by participation in:

- direct participation in formal programs (e.g., annual meetings of professional associations, or CPA-approved courses): 12 or more hours/year
- self-study (e.g., reading of regulatory, academic, and professional literature; completion of courses not approved by CPA): 11 or more hours/year
- structured interactive activities (e.g., peer consultation, clinical case conferences, study/training groups): 12 or more hours/year
- ethics: 5 or more hours/year of any of the activities outlined above that focus on ethical practice in psychology

11. Western Canada Psychoanalytic Psychotherapy Association (WCPPA)

WCPPA is a voluntary association that seeks to promote knowledge and learning relating to psychoanalytic psychotherapy. Study groups are held monthly to promote discussion on various clinical topics, with other educational events (courses, forums, workshops) organized periodically.

Health regions

No information on continuing education for mental health staff could be found on the websites of Fraser Health, Interior Health, or Northern Health.

1. Provincial Health Services Authority

CME courses offered by all of the programs/agencies in the PHSA are catalogued at <http://edreg.cw.bc.ca/PHSAEdCalendar>.

2. Vancouver Coastal Health (VCH)

VCH offers a variety of clinical, leadership, professional and personal growth, and research courses that may be of interest to VCH mental health staff. Requests must be made for support of the workshop fee and for time away from work to complete the course. Courses are listed at <http://ccrs.vch.ca/Catalog.aspx>.

3. Vancouver Island Health Authority (VIHA)

The VIHA Learning and Development department offers management, communication, and personal development workshops that may be of interest to VIHA mental health staff. Support for clinical education is provided through free or a fee-for-service administrative assistance to other departments or external agencies providing training to VIHA staff.

Private organizations

The following are private organizations based in BC that offer continuing education to mental health professionals working in the community setting.

1. Changeways

Changeways offers three training modules for mental health professionals: (a) evidence-based strategies for treatment of depression, (b) the Assertiveness Program, and (c) sexual orientation issues in health care. Workshops are offered periodically to a general audience, and by request to groups and agencies.

2. ContinuingWeb

ContinuingWeb (<http://www.continuingweb.com>) offers online continuing education courses for psychologists approved for credit by the Canadian Psychological Association.

3. CE Online

CE Online (<http://www.ce-for-psychologists.com>) was founded in 2004 after the College of Psychology in BC began requiring continuing education credit as part of registration. Currently courses can be purchased on CD or downloaded as audio material, but the founders hope to expand to include live interactive courses and/or video feed. All courses are approved for credit by the Canadian Psychological Association. The site is marketed to psychologists, but courses are delivered by an interdisciplinary group (including nurses, social workers, physicians, and psychologists).

4. Jack Hirose and Associates, Inc.

Educators from various disciplines offer 1-4 day seminars at locations across North America (including Vancouver). Faculty interests include solution-focused, cognitive, behavioral, narrative, and emotive therapies; attention deficit disorder; depression; aggression; concurrent disorders; and trauma. Depending on content/focus, seminars are approved by one or more education/professional associations (e.g., Canadian Counselling Association, Canadian Psychologists Association, Canadian Addiction Counsellors Certification Federation, Association of Social Work Boards) for continuing education credits. Fees vary.

Appendix B: Clinical Social Work Education in BC

While “social work” is a broad discipline involving people who do not have a degree in social work (e.g., community service workers, community support workers, human services workers, social service workers), in BC the designation “social worker” is restricted by the *Social Workers Act* to individuals who:

- have registered with the Board of Registration for Social Workers (BRSW) – requiring a BSW or graduate degree in social work, or
- are employed as social workers by the federal government, the Nisga’a Nation, a tribal council or band, a municipality, a regional district, a hospital district board, or a board of school trustees, or a non-profit organization approved by the director designated under the *Child, Family and Community Service Act*, or
- has an academic appointment teaching social work or a research appointment at a university, college, or institute

Social workers working in the private sector, and most areas of the non-profit sector, must be registered with the Board of Registration for Social Workers (BRSW) to use the term “social worker”.

In 2005 BRSW established a category of registration for clinical social work (LCSW) to recognize advanced knowledge and skills in clinical practice. The designation requires a masters or doctoral degree in social work (or, until June 2007, a BSW and a masters degree in counselling) that includes coursework in clinical content areas, successful completion of the clinical exam of the Association of Social Work boards, a minimum of 3000 hours of supervised clinical social work experience following completion of a graduate degree.

Post-secondary: Undergraduate/graduate programs

1. Bachelor degree in social work (BSW)

Bachelor of Social Work degrees may be completed through NVIT, TRU, UBC, UBC – Okanagan, UCFV, UNBC, and UVic. Entrance into these programs is normally at the third-year level (i.e., two years of undergraduate work are required prior to starting the BSW program).

UVic offers three optional specializations within the BSW degree: child welfare, First Nations, and First Nations child welfare (admission to the First Nations specializations is limited to Aboriginal students).

2. Masters degree in social work (MSW)

MSW programs are offered at UBC, UNBC, and UVic. A First Nations MSW program is under development at UVic, with the program expected to begin in Spring 2008. Students in the UNBC MSW program must choose one of four possible areas of specialization (social work in northern and remote areas, First Nations, women and the human services, and community practice/research).

A BSW is required for study in the MSW program at UVic. At UNBC, there are two routes of entry into the MSW program: applicants with a BSW and two years of full-time human service experience enter the one-year MSW program, while applicants with a Bachelor degree in a related area and two years of full-time human service experience enter the two-year MSW program (starting with a pre-MSW year of studies in social work). UBC currently requires a BSW as a prerequisite for the MSW program, but is developing a two-year program with requirements similar to UNBC (expected to start in September 2006).

3. Doctoral degree in social work (PhD)

The UBC PhD in Social Work is open to students with a MSW or a masters degree in a related social science field. This is typically a 4-year program, with courses and candidacy exam completed within two years (three years maximum), and doctoral dissertation research in the third and fourth years.

Continuing education

Many of the continuing education programs for counsellors/psychologists (pages 26-30) are also relevant to clinical social workers. The following listings are specific to social work.

Public post-secondary institutions

1. UBC School of Social Work and Family Studies (SWFS) + UBC Continuing Studies Department

The UBC SWFS and Continuing Studies Department work together to offer continuing education workshops and seminars for social workers in practice. Recent courses (listed at <http://www.swfs.ubc.ca/index.php?id=4641>) include clinical family work and a primer on the child and youth mental health system. A certificate program in Applied Clinical Social Work Skills is under development, with more information to be posted in early 2006.

The UBC Interprofessional Continuing Education unit (<http://www.interprofessional.ubc.ca>) is discussed on page 27.

Professional associations

Clinical social workers may qualify for registration in counselling professional associations (for example, the BC Association of Clinical Counsellors accepts applications by RSWs with a masters degree or higher and documented supervised experience in counselling). The following professional associations are specific to social work.

1. Board of Registration of Social Workers (BRSW)

The BRSW does not directly provide education, but is responsible for establishing, monitoring, and enforcing standards of education and the qualifications for registration of social workers in BC (as defined in the *Social Workers Act*). All RSWs approved for private practice are expected to complete at least 40 hours of continuing education per year. Every four years, RSWs in private practice must undergo a review of practice, including a form detailing completed professional development activities. The BRSW provides members with a professional development journal to assist in tracking completed continuing education.

Continuing competency requirements must be met by participation in:

- participation in education programs (e.g., university courses/lectures, conferences, seminars, workshops, certificate/diploma programs): some activity from this category must be completed for each 4-year review; all 40 hours/year may be earned in this category
- presenter of education program (e.g., university courses/lectures, conference presenter, seminar/workshop presenter, research and publication): up to 20 hours/year
- supervision/consultation (received or provided, individual or group): maximum of 10 hours/year per type of activity, 20 hours/year for the entire category

- volunteer activities (e.g., service in a community social service organization, Board/Committee work): up to 20 hours/year
- self-directed learning (e.g., reading, reviewing videos): up to 10 hours/year

2. British Columbia Association of Social Workers (BCASW)

BCASW is a voluntary professional organization that organizes a yearly conference that includes educational workshops. BCASW also advertises external workshops, seminars, and courses offered by private and post-secondary institutions, educational centres, and individuals on its website and in its newsletter.

3. Canadian Association of Social Workers (CASW)

CASW is a federation of nine provincial and one territorial social work organizations. The association does not directly provide continuing education, but publicizes external educational activities that may be of interest to its members.

4. Social Workers in Health Society of BC (SWHSBC)

SWHSBC is open to any RSW who works in health care or has an interest in health. The association organizes workshops and conferences, and publicizes external educational activities that may be of interest to its members.

Health regions

Health region continuing education courses for social work staff are the same as for counselling/psychology staff (page 29).

Private organizations

Courses offered by Changeways, ContinuingWeb, CE Online, and Jack Hirose & Associates Inc. (page 30) may be of interest to social workers.

Appendix C: Psychiatrist Education in BC

Physician education is discussed in detail in *Recommended Framework for Training in Transgender Primary Medical Care*. This document focuses on postgraduate and continuing education programs for physicians specializing in psychiatry.

Post-secondary: Postgraduate and graduate programs

1. Post-graduate (residency) programs

The UBC Department of Psychiatry offers a five-year full-time training program for medical residents (with an MD or equivalent) leading to Fellowship in the RCPSC. Training includes the subspecialty areas of child and adolescent psychiatry, geriatric psychiatry, and forensic psychiatry.

Training includes didactic teaching one day per week. The curriculum covers all aspects of psychiatry, with courses designed to meet the objectives of RCPSC.

Clinical training takes place on hospital inpatient/outpatient units and community mental health teams at approved sites throughout the province. Mandatory clinical rotations are:

- general hospital inpatient/outpatient unit: 12 month rotation (VGH, UBC, or St. Paul's Hospital)
- child and family facility: 6 month rotation (BC Children's Hospital)
- chronic care facility: 6 month rotation (Riverview Hospital, Greater Vancouver Mental Health Service)
- emergency: 3 month rotation (PAU at VGH)
- consultation-liaison: 3 month rotation (VGH, St. Paul's Hospital, or BC Children's Hospital)
- geriatric psychiatry: 3 month rotation (VGH, St. Joseph's General Hospital in Comox, St. Vincent's Hospital, St. Paul's Hospital, or Riverview Hospital)
- community psychiatry: 3 month rotation, with at least 1 month in a rural setting (urban sites = Burnaby Psychiatric Services, Langley Memorial Hospital, Richmond Hospital, Peace Arch Hospital, Ridge Meadows Hospital, St. Paul's Hospital; rural sites = Duncan Mental Health Centre, St. Joseph's Hospital in Comox, Penticton Regional Hospital, Prince George Regional Hospital, Vernon Mental Health Centre, Royal Jubilee Hospital)

2. Graduate degree programs

The Graduate Program in Neuroscience is a multidisciplinary program within the Faculty of Graduate Studies at UBC. It offers a coordinated program of graduate studies leading to MSc and PhD degrees in Neuroscience. This is a research-oriented program.

Continuing education

Public post-secondary institutions

1. UBC Faculty of Medicine

As discussed in *Recommended Framework for Training in Transgender Primary Medical Care*, the UBC Division of Continuing Medical Education develops and organizes CME conferences and group learning activities, offers digital medicine workshops, accredits CME activities organized by other UBC departments and by external groups, offers biweekly VideoRounds (video conference) and

AudioRounds (teleconference) for physicians in rural and remote communities, organizes video broadcast of hospital rounds to remote sites, is developing Best Practice courses for consideration by the Royal College of Physicians & Surgeons, and is a partner in the MDcme.ca consortium of 11 Canadian universities that offers accredited online CME through a web portal.

The UBC Department of Psychiatry organizes Continuing Medical Education specifically for psychiatrists through regularly occurring Grand Rounds at each of the teaching hospitals and Division- and Hospital-sponsored workshops and symposia (e.g., annual Clinical Day, annual Hot Topics Day, annual Research Day, annual Forensic Psychiatry conference, monthly mental health film series and annual Mental Health Film Festival)

2. UBC Interprofessional Continuing Education

As discussed in *Recommended Framework for Training in Transgender Primary Medical Care*, this unit (part of the Continuing Education department at UBC) plans and organizes topic-specific conferences open to health professionals and the general public. Topics in 2006 are listed at <http://www.interprofessional.ubc.ca>.

Professional associations

General medical associations (BC Medical Association, Canadian Medical Association, College of Physicians and Surgeons of BC, Royal College of Physicians and Surgeons of Canada) are discussed in *Recommended Framework for Training in Transgender Primary Medical Care*. Psychiatry-specific professional associations are discussed below.

1. Canadian Academy of Child and Adolescent Psychiatry (CACAP)

CACAP advocates with the Royal College of Physicians & Surgeons of Canada and the Canadian Psychiatric Association to maintain subspecialty status for psychiatrists focusing on work with children, adolescents, and families. CACAP organizes an annual conference that includes educational activities, and advertises externally organized events to its members.

2. Canadian Psychiatric Association (CPA)

The CPA is a national voluntary association of psychiatrists. CPA organizes an annual conference and lists conferences and meetings for other organizations (Canada-wide and international). In its role as accredited provider for RCPSC's Maintenance of Certification Program (outlined in *Recommended Framework for Training in Transgender Primary Medical Care*), the CPA can accredit continuing education activities of medical organizations (provincial psychiatric associations, academies, university/hospital departments of psychiatry, and subspecialty societies) for MOC/MAINPORT credits.

Health regions

Health region continuing education options for physicians are discussed in *Recommended Framework for Training in Transgender Primary Medical Care*.

Private organizations

Courses offered by Changeways, ContinuingWeb, CE Online, and Jack Hirose & Associates Inc. (page 30) may be of interest to psychiatrists.

Appendix D: Incorporation of Transgender Basics into Existing Post-Secondary Education

The course lists in this Appendix are based on reviews of existing curricula by social work practicum student Sam Bradd (through the Simon Fraser Public Interest Research Group Action Research Exchange program) and Trans Care Project staff Olivia Ashbee, A. J. Simpson, and Donna Lindenberg. Calendar course descriptions at all institutions offering training in counselling, psychology, and social work were reviewed to determine courses where incorporation of basic transgender content might be appropriate (suggestions for incorporation of Tier 1 training in medical education are discussed in *Recommended Framework for Training in Transgender Primary Medical Care*). This information is included to support ongoing advocacy with post-secondary institutions regarding the inclusion of Tier 1 training at an undergraduate/graduate level.

Counselling/psychology courses

General suggestions for integrating transgender content in psychology courses

At minimum, trans-specific content should be included in any psychology course exploring gender identity development, gender relations, gender norms/roles, sex/gender differences, or social/cultural attitudes to gender. Transgender cases and examples can also be incorporated into other courses (e.g., gender transition as an example of a transition that psychologically impacts the family). Lifespan/development, social, clinical, and abnormal psychology courses provide the most obvious opportunities for the introduction of transgender material:

- a) **Lifespan/Development:** Transgender identity should be discussed as an atypical type of normative (not pathological) gender identity development. More advanced lifespan courses could include discussion of the impacts of transphobia and gender dysphoria on overall psychosocial development, and developmental issues in gender transition.
- b) **Social/Cultural/Personality Psychology:** Social/Cultural/Personality psychology courses usually include sections on prejudice, discrimination, and non-conformity. Information about social responses to gender variance and the psychological impacts of transphobia could easily be incorporated into basic and advanced social courses.
- c) **Clinical Psychology:** Clinical courses are typically delivered at the graduate level. At the undergraduate level, a trans-specific case study could be used as an example of the potential breadth of scope of clinical psychology. Graduate courses could introduce issues in assessment, treatment, and clinical advocacy for transgender clients.
- d) **Psychopathology/Abnormal Psychology:** A basic tenet of Tier 1 education is that transgender identity and expression are normal and healthy forms of human diversity. However, psychopathology/abnormal psychology courses could include critical discussion of psychology's approach to gender-variance (e.g., debates about the DSM-IV-TR criteria for Transvestic Fetishism and Gender Identity Disorder, the characterization of gender dysphoria as an identity disorder, the use of behavioural modification or "conversion" treatments to promote normative behaviour), or the high rates of depression/anxiety/suicidality among transgender individuals (like other marginalized groups).

If students' first exposure to transgender issues is in a clinical or abnormal psychology course, it will be difficult to avoid pathologizing gender variance and transgenderism. Ideally, before discussion of

clinically significant gender concerns (e.g., gender dysphoria, compulsive crossdressing, internalized transphobia), a broader context will have been established for understanding transgender issues. For example, transgender content could first be introduced in a lifespan course that frames transgender identity as an atypical but normal and healthy variation of gender identity development; a social psychology course could include critical thinking about the social construction of gender and the psychological impacts of internalized, interpersonal, institutional, and systemic transphobia.

While courses on the psychology of human sexuality should include erotic crossdressing as a type of human diversity in sexuality, transgender issues should not be left to a sexuality course, as gender identity/expression is distinct from sexual orientation, sexual preferences, and sexual activities. An intersectional approach that explores the connections between many facets of identity (e.g., ethnicity, class, disability, nationality) may be useful in establishing the connections between gender and sexuality while helping students grasp that transgenderism is not a subset of sexual variation.

The tables on the following pages provide more detailed suggestions for incorporation of transgender content into existing counselling/psychology curricula.

Camosun College (1st & 2nd year undergraduate transfer courses)		
Course # and Name	Course description	Comments
Lifespan/Development		
PSYC 150 Child Development	How children grow and develop physically, intellectually, emotionally, psychologically, and socially is the subject matter of this course. There is an emphasis on needs at any given age and stage and how these needs can best be met.	This course provides an opportunity to discuss transgender identity development as an atypical but normal variation in the developmental process of gender identity formation. The impact of social stigma and gender dysphoria on other developmental processes in gender-variant children/adolescents could also be discussed. The transgender emergence model could be used as an example of the developmental processes involved in naming and expressing identity.
PSYC 272 Adult Development	This course takes the student beyond the developmental experience of childhood to examine the physical, intellectual and social changes of adulthood. Students will gain a greater understanding of the aging process that will have an impact on themselves and those around them.	The transgender emergence model could be used as an example of the impact of sociocultural norms on identity development, articulation, and expression in adults (and the resulting impact on general psychosocial development). Gender transition could be used as an example of a transitional process in adulthood that involves role changes and losses.
Social/Cultural/Personality		
PSYC 203 Social Psychology	This course focuses on the way in which people's thoughts, feelings, and behaviours are influenced by the presence of other people. It may include such topics as attitude change, propaganda, prejudice, cults, conformity, obedience, group influence, altruism, aggression, love, and attribution theory.	Transphobia could be used as an example of systemic prejudice rooted in interpersonal, group, and societal attitudes and perceptions.
PSYC 288 Cultural Psychology	This course examines various relationships between psychology and culture. Topics covered range from research methods and foundations to the cultural construction of self and identity, through various applied areas of cultural psychology including: language, thought and emotion in cultural context, development, mythology, health, clinical disorders, inter-group relations and social policy.	Possible topics include (a) cultural approaches to gender and gender-variance in mythology, the medical/mental health system, social policy, and other societal institutions, and (b) the ways that cultural norms of gender/gender-variance shape the development of gender identity.
Clinical		
PSYC 164 Behaviour Management	Basic learning principles are applied to everyday problems. How to deal effectively with such diverse situations as bedwetting, tantrums, non-compliance, stealing and lying in children; adult problems such as obesity, smoking, incompatibility in marriage, headaches and phobias are considered. Learning is achieved through group discussion and creative role-play situations.	The debate about the use of behaviour management techniques to try to get gender-variant children to conform with dominant gender norms could be used as an example of the ethical dilemmas in psychological approaches to "treatment" of societally non-sanctioned behaviours, and the political/social ramifications of assimilative therapies applied to marginalized groups.
PSYC 255 Advanced Communication	This course helps students improve their communication skills and study contemporary communication issues including conflict and power, gender communication, advanced listening, intercultural aspects, non-verbal communication, media effects, family and workplace interactions, dealing with diversity, and other current topics.	The diversity and communication elements of these courses provide an opportunity for discussion of gender diversity, gender norms relating to communication, and ways to be inclusive/sensitive/respectful with transgender individuals in the counselling setting.
PSYC 257 Intercultural Communication	This course explores relevant concepts, attitudes and skills. Students develop an awareness and competence in effective communication in culturally diverse settings. Topics include theories of culture and diversity, verbal and nonverbal intercultural communication, prejudice, discrimination, ethnocentrism, and adapting to new cultures. Competence and practice in intercultural communication skills are emphasized.	

Camosun College (1st & 2nd year undergraduate transfer courses)		
Course # and Name	Course description	Comments
Psychopathology/Abnormal Psychology		
PSYC 250 Psychopathology	This introductory course on abnormal psychology includes a modern integration of theoretical perspectives, classification of psychological disorders, specific disorders (anxiety, mood, sexual, schizophrenia, personality, substance-abuse related), assessment, and treatment methods. Students have access to study material and exercises via computers/internet.	Gender identity issues and compulsive erotic crossdressing are likely included in discussion of "sexual disorders". It would be helpful to review the course material to ensure that there is distinction between non-problematic variant identity and gender concerns that can (if untreated) cause psychosocial impairment. Ideally students would be exposed to transgenderism in a non-pathological framework (e.g., lifespan development or diversity model) prior to discussion of gender concerns.
Misc		
PSYC 130 Contemporary Issues	This course acquaints students with major contemporary issues in psychology and considers their historical antecedents. Topics include the application of psychological knowledge on life span development, personality, abnormal behavior, social cognition, social influence, and social relations to a variety of contemporary social issues. Topics vary with instructor and changing problems.	In correspondence with project staff, an instructor who used to teach this course noted that she included transgender content. Transgenderism could be used as an example of a pathologized identity that can be understood from other psychological lenses (e.g., lifespan psychology facilitates understanding of development of gender identity; social psychology can be used to explore mechanisms of transphobia).
PSYC 215 Biological Psychology	This course introduces basic topics and methods of modern biopsychology. Topics include neuroanatomy, testing and experimental methods, neural conduction, brain damage, perception, sexual behaviour, drug addiction, and memory.	In correspondence with project staff, the Chair of the Department noted that gender identity issues are discussed in the context of this course. The approach is not known.

Capilano College (1st & 2nd year undergraduate transfer courses)		
Course # and Name	Course description	Comments
Lifespan/Development		
PSYC 204 Developmental Psychology	A study of the child's development from infancy to adolescence, including the development of social behaviour, personality, language and cognitive processes. Students will be encouraged to do research and observations.	This course provides an opportunity to discuss transgender identity development as an atypical but normal variation in the developmental process of gender identity formation. The impact of social stigma and gender dysphoria on other developmental processes in gender-variant children/adolescents could also be discussed. The transgender emergence model could be used as an example of the developmental processes involved in naming and expressing identity.
PSYC 205 The Psychology of Aging	A course dealing with the psychological development of the individual from early adulthood to death, with emphasis on intellectual and personality changes, and the social context of aging. As well as being exposed to basic research in the area, students will be encouraged to develop an empathetic understanding of the aging process.	Case study of an older adult struggling with transgender issues late in life could be used to illustrate how depression, anxiety, and coping behaviours (e.g., substance use) can stem from unresolved identity concerns. Good opportunity to raise awareness that gender concerns can surface at any age.
PSYC 206 Adolescent Psychology	This course examines the biological, cognitive and social transitions of adolescence and how they affect such developmental areas as identity, autonomy, intimacy, sexuality and achievement. As well as being exposed to basic research in the area, students will be encouraged to explore their own identity development.	This course provides an opportunity to discuss transgender identity development as a (normal) variation in the developmental process of gender identity formation. The transgender emergence model could be used as an example of the developmental processes involved in naming and expressing identity.
Social/Cultural/Personality		
PSYC 200 Social Psychology	A study of the dynamics and effects of social influences on individual human behaviour. The course looks at such topics as attitudes and attitude changes, social beliefs, roles, conformity, group processes, prejudice, interpersonal attraction and psychological effects of the physical environment.	Transphobia could be used as an example of the interplay between interpersonal, group, and societal attitudes and norms, as well as societal sanctions against variant/non-conforming behaviour.
PSYC 220 Theories of Personality	This course will examine theories of personality including psychodynamic, trait, cognitive and humanistic and other approaches. Included will be a consideration of the historical/cultural development of the theory, what the theory says about the development, structure and dynamics of personality and examples of empirical research.	As in lifespan courses, a trans-inclusive approach to gender identity development (e.g., the portrayal of transgender identity as an atypical but normal and healthy variation of identity, theories of transgender identity development) should be taken.
Clinical		
PSYC 201 Group Dynamics	A study of the behaviour of individuals in social groups and institutions, such as friendship groups, work groups, therapy groups, and families. This course provides an intellectual and experiential approach to small group theory and allows the student to practise constructive interpersonal skills and leadership skills in a supportive, small group setting.	Gender roles, power, and diversity in group dynamics would offer an opportunity for discussion of transgender issues. The emotions and adjustment for a family, work group, friendship group, or therapy group where a member discloses transgender identity or is undergoing transition could be used as an example of small group conflict/challenge.
Psychopathology/Abnormal Psychology		
PSYC 222 Abnormal Psychology	A study of the various models and perspectives for viewing patterns and treatment of abnormal behaviour. The course will examine research about how the medical model, behaviouristic school, humanistic school, psychoanalytic school, cognitive school and biological school view normal and abnormal behaviour. This course will also focus on the historical and contemporary approaches to treatment.	GID and Transvestic Fetishism could be used as examples of debate about concepts of normality, variance, and abnormality within the various models studied.

Douglas College (1st & 2nd year undergraduate transfer courses; BA program in partnership with UCFV)		
Course # and Name	Course description	Comments
Lifespan/Development		
PSYC 1130 Lifespan Human Development	This course provides an introduction to human development through an exploration of lifelong changes that occur from conception to death. Each stage of the life-cycle will be examined to assess biological, cognitive and social influences on human development. Also to be considered are the roles that social and cultural contexts play in development.	These courses provide an opportunity to discuss transgender identity development as an atypical but normal variation in the developmental process of gender identity formation. The impact of social stigma and gender dysphoria on other developmental processes could also be discussed. The transgender emergence model could be used as an example of the developmental processes involved in naming and expressing identity.
PSYC 2320 Child Behaviour and Development	This course provides an introduction to the process of development from conception to adolescence. This course will focus on major principles of development, descriptive changes in physical growth, cognition, language, social and emotional behaviour of children and applications of the research and theory.	
PSYC 3321 Adolescent Psychology	This course is a psychological study of the adolescent stage of life-span development. The major theories and research findings about adolescent development are examined with a view to understanding and addressing the life problems of North American adolescents. Emphasis is placed on the social-cultural context of this developmental stage.	
PSYC 3322 Developmental Psychology: Early, Middle and Late Adulthood	In this course students will examine theory and research on age-related changes in adults' physiology, sensory and perceptual abilities, cognition, memory, social relationships, social cognition, personality, and mental and physical health. Physical and social implications of aging and attitudes toward the elderly also will be explored.	The transgender emergence model could be used as an example of the developmental processes involved in naming and expressing identity, as well as an example of the impact of sociocultural norms on identity development, articulation, and expression in adults (and the resulting impact on general psychosocial development).
Social		
PSYC 1110 Social Issues: Psychology of Women	This course will engage in a study of the experiences, realities, and possibilities of women's lives. It will explore both the psychological origins and psychological effects of the female role. This will be discussed through critical analysis grounded in and sensitive to the everyday life experience of women in industrialized societies. It will examine female diversity and development, focusing on marriage, family, work and aging.	An exploration of sex and gender diversity and the intersections between sex, gender, ethnicity, culture, disability, and class would offer the opportunity to deconstruct essentialist ideas about femaleness and "woman" as a universal category. Exploration of "female diversity" could include discussion of intersex women; masculine, butch, and passing women; drag kings; transsexual women; and androgynous, bi-gender, multi-gender, and pan-gender identities and individuals. A similar course offered at North Island College has incorporated transgender issues.
PSYC 2330 An Introduction to Social Psychology	This course provides an introduction to the study of how people think, feel and behave in social contexts, focusing on the problems and methods of social psychology at three levels: individual behaviour, interpersonal behaviour and group behaviour. Examples of the topics include: interpersonal attraction, perceptions of self and others, aggression, conformity, obedience, prejudice and pro-social behaviour.	Transphobia could be used as an example of the interplay between interpersonal, group, and societal attitudes and norms, as well as societal sanctions against variant/non-conforming behaviour.
PSYC 2331 Introduction to Personality	The purpose of this course is to introduce students to theory and research in personality. Students will examine such topics as the assessment of personality, personality development, biological processes and personality, health and personality, defence mechanisms, personality disorders and treatments aimed at modifying personality.	As in lifespan courses, a trans-inclusive approach to gender identity development (e.g., the portrayal of transgender identity as an atypical but normal and healthy variation of identity, theories of transgender identity development) should be taken. The debate about the use of behaviour modification techniques to try to get gender-variant children to conform with dominant gender norms could be used as an example of the ethical dilemmas in attempted personality modification, and the political/social ramifications of assimilative therapies applied to marginalized groups.

Douglas College (1st & 2nd year undergraduate transfer courses; BA program in partnership with UCFV)		
Course # and Name	Course description	Comments
Psychopathology/Abnormal Psychology		
PSYC 2341 Abnormal Psychology	Students are introduced to basic issues in the study of abnormal psychology and to a selection of mental disorders. Topics include the history of psychopathology, paradigms, classification, assessment, research methods, theories of etiology and approaches to treatment.	GID and Transvestic Fetishism could be used as examples of debate about concepts of normality, variance, and abnormality in psychological classification, assessment, and treatment models.
PSYC 2342 Developmental Psychopathology	This course will introduce the field of developmental psychopathology, which integrates developmental theory and research in psychology, in order to understand the origins and consequences of psychological problems. Perspectives on disordered behaviour will be followed by an investigation of various child and adolescent disorders. Topics will include anxiety, depression, conduct disorders, attention-deficit hyperactivity disorder, mental retardation, learning disabilities, autism and childhood schizophrenia and physical disorders.	As in lifespan courses, transgender identity should be portrayed as an atypical but healthy variation in gender identity development. The impact of internalized transphobia and gender dysphoria on other aspects of psychosocial development could be discussed. The complexities of evaluating gender-variant behaviour in young children, developmental outcomes for gender-variant children, and resilience-based treatment models could be included.
Misc		
PSYC 1120 Special Topic: Gender Relations	The focus of this course will be an examination of the biological, psychological and social determinants of gender differences. How gender operates at individual, interpersonal and cultural levels to structure people's lives will be examined. There will be an exploration of how language and social institutions frame the way people think about themselves and others.	An introduction to gender variance, transsexuality, transgenderism and intersex issues could serve as a departure point for developing a critique of sex/gender relations as straightforward or self-evident. Discussions about 'deviation' from accepted gender roles or modes of embodiment, and the ways in which psychologists have conceptualized and responded to such deviation, could also be covered. Research involving transsexuals could be used to discuss biological and social theories relating to gender differences.

Kwantlen University College (BA & Bachelor of Applied Arts in Psychology programs)		
Course # and Name	Course description	Comments
Lifespan/Development		
PSYC 2320 Development Psychology: Childhood	Students will study the process of human development from conception to adolescence, including major principles of development and the descriptive changes in child growth and behaviour. They will study the implications of theory and research findings for areas such as leaning, personality, social behaviour, and psychopathology.	These courses provide an opportunity to discuss transgender identity development as an atypical but normal variation in the developmental process of gender identity formation. The impact of social stigma and gender dysphoria on other developmental processes in gender-variant children/adolescents could also be discussed. The transgender emergence model could be used as an example of the developmental processes involved in naming and expressing identity.
PSYC 2321 Developmental Psychology: Adolescence	Students will examine the psychological development that occurs during adolescence. They will examine the major theories and research findings about adolescent development with a view to their relevance to the lives of adolescents.	
PSYC 2322 Developmental Psychology: Adulthood	Students will become familiar with the developmental processes from young adulthood through old age. They will study the implications of specific periods/stages, such as parenting, career choice, role changes and losses, including dying and death.	The transgender emergence model could be used as an example of the impact of sociocultural norms on identity development, articulation, and expression in adults (and the resulting impact on general psychosocial development). Gender transition could be used as an example of a transitional process in adulthood that involves role changes and losses.
PSYC 3920 Aging	Students will examine fundamental psychological processes from mid-life onward, including current research with emphasis on physical changes, sensation and perception, work, social relationships, the self and sense of well-being.	Case study of an older adult struggling with transgender issues late in life could be used to illustrate how depression, anxiety, and coping behaviours (e.g., substance use) can stem from unresolved identity concerns. Good opportunity to raise awareness that gender concerns can surface at any age.

Kwantlen University College (BA & Bachelor of Applied Arts in Psychology programs)		
Course # and Name	Course description	Comments
Social/Cultural/Personality		
PSYC 2330 Social Psychology	Students will explore psychological processes that occur in groups and their influence on the individual around such topics as prejudice, aggression, interpersonal attraction and intimate relationships, attitudes and persuasion, self-esteem, conformity and decision making in law, business and health.	Transphobia could be used as an example of the interplay between interpersonal, group, and societal attitudes and norms, as well as societal sanctions against variant/non-conforming behaviour.
PSYC 2430 Social Psychology: Theory and Research	Students will apply the theory, principles and methods of research learned in Social Psychology 2330 by doing an in-depth research investigation in their chosen area of interest. They will present a final research report orally and in written form.	Students with an interest in trans-specific issues (e.g., social attitudes toward gender variance, systemic and internalized transphobia, trans-specific attractions) could be supported to do a report in this area.
PSYC 3210 Attitudes and Persuasion	Students will critically examine the nature of attitudes, the relationship between attitudes and behaviour, the formation of attitudes, and the changes of attitudes through persuasion and influence. They will analyze current and past theories of persuasion and will learn to recognize applications of these theories in advertisements, political rhetoric, and other sources of influence.	The changing cultural, social, political, and media attitudes toward gender-variance could be used as an example of the influence of political movements on public consciousness and attitudes.
PSYC 3370 Advanced Personality Theory	Students will examine and analyze original readings within the area of Personality Theory. They will discuss and evaluate readings from the following areas: psychoanalytic, analytical, object relations, individual, interpersonal, existential and phenomenological, humanistic, transpersonal, trait, behavioural, feminist, biological, cognitive, somatic, and eastern perspectives.	As in lifespan courses, a trans-inclusive approach to gender identity development (e.g., the portrayal of transgender identity as an atypical but normal and healthy variation of identity, theories of transgender identity development) should be taken.
PSYC 3500 Interpersonal Relations I	Students will survey select issues of interpersonal relations relevant to working effectively with others and interacting successfully in the workplace. They will critically examine topics such as interpersonal influence, impression formation and management, nonverbal communication, individual differences, obstacles to effective interaction, social roles and power.	The diversity, communication, and equity elements of these courses provide an opportunity for discussion of gender diversity, gender norms relating to communication, and ways to be inclusive/sensitive/respectful with transgender individuals.
PSYC 4500 Interpersonal Relations II	Students will survey select issues of interpersonal relations relevant to working effectively with others and interacting successfully with customers and clients. Students will critically examine interpersonal problems and solutions involved in working with, understanding, and getting along with others. Topics will include conflict, cooperation, prejudice, cultural diversity, and community psychology.	
PSYC 3970 Community Psychology	Students will learn about social institutions and their policies and how they affect the mental and physical health of individuals and groups living within communities. They will learn about primary, secondary and tertiary preventive strategies and measures that can be used for promoting health used by community-based multidisciplinary and multicultural agencies and programs. Students will explore career opportunities within these programs.	A community psychology approach to improving transgender health could be used as an example or case study to illustrate course concepts.
PSYC 4700 Cultural Psychology	Students will examine the purpose, methods, and findings of psychologists who compare behaviours across diverse cultures, including parenting practices, the perception and diagnosis of illness, marital and sexual relations, and intercultural contact and conflict. They will experience cultural differences and similarities through interviews, guest speakers, and volunteer placements, and will increase their understanding of the reasons for different behaviours and beliefs across cultures, and develop greater intercultural sensitivity and respect.	Material could include cross-cultural examination of gender norms and perspectives on gender variance. Transgenderism could be used as an example of a type of variation that is conceptualized as mental illness or sexual deviance in the dominant culture. (Awareness of the cultural specificity of the mental illness/sexual deviance model is a component of Tier 1 training.)

Kwantlen University College (BA & Bachelor of Applied Arts in Psychology programs)		
Course # and Name	Course description	Comments
Clinical		
PSYC 2450 Clinical Psychology: Psychotherapy	Students will explore the practice of clinical psychology. They will learn about assessment techniques, legal and ethical issues, effectiveness of therapy and major theoretical approaches to therapy.	A trans-specific example (e.g., ethical dilemmas of therapist as gatekeeper to medical treatment) could be used to illustrate issues in assessment and ethics in psychotherapy.
PSYC 3450 Clinical Psychology: Intervention	Students will learn about the practice of clinical psychology. They will critically examine assessment techniques, legal and ethical issues, as well as theory, practice, and outcome research of major approaches to therapeutic intervention and prevention.	A trans-specific example (e.g., HIV prevention group) could be used to illustrate issues in therapeutic intervention.
Psychopathology/Abnormal Psychology		
PSYC 2350 Psychopathology	Students will examine the major theoretical approaches to classification and diagnosis of mental disorders, including neuropsychological, psychodynamic, behavioral, cognitive and humanistic/existential perspectives. They will explain the characteristics of specific categories of these disorders, and to the biochemical and interactive effects of biological, social and psychological factors in their development. They will critically analyze the historical and contemporary assumptions underlying individual and societal attitudes toward mental illness.	GID and Transvestic Fetishism could be used as examples of debate about concepts of normality, variance, and abnormality within the various models studied. The link between the medicalization of erotic crossdressing/gender variance, stigma/shame, and societal attitudes to transgenderism could also be explored.

Langara College (1st & 2nd year undergraduate transfer courses)		
Course # and Name	Course description	Comments
Lifespan/Development		
PSYC 2318 Psychology of the Exceptional Child	This course examines the antecedents, consequences and educational challenges of the preschool child with unusual needs and capabilities. Material will include both general and specific conditions and characteristics which make a child different, or in need of special consideration. Emphasis will be placed on observing, understanding, and promoting the psychological and educational welfare of these children.	"Conditions and characteristics which make a child different, or in need of special consideration" could include gender variance.
PSYC 2324 Early Childhood Development	A study of the determinants of behaviour and the processes of growth and maturation during prenatal, infancy, and preschool periods. Physical, cognitive, social, and emotional development are discussed.	This course provides an opportunity to discuss transgender identity development as a (normal) variation in the developmental process of gender identity formation. The impact of social stigma and gender dysphoria on other developmental processes in gender-variant children/adolescents could also be discussed. The transgender emergence model could be used as an example of the developmental processes involved in naming and expressing identity.
PSYC 2328 Applied Early Childhood Psychology	This course deals with applied aspects of early child development. Emphasis will be on investigating ways in which theories and research enrich an understanding of contemporary issues in early child development. Topics may include risk factors in prenatal development, day care, childhood anxiety, and child abuse.	
PSYC 2424 Middle Childhood and Adolescent Development	This course is a continuation of Psychology 2324, although it can be taken separately. It is a study of the cognitive, emotional and social development of the child during middle childhood and adolescence, and the factors influencing that development.	
PSYC 2425 Developmental Psychology (Adulthood and Aging)	This course is a study of social, emotional, personality, and cognitive development during the years of adulthood and aging. It will also deal with the psychological issues involved in such major life crises as death and dying.	The transgender emergence model could be used as an example of the impact of sociocultural norms on identity development, articulation, and expression in adults (and the resulting impact on general psychosocial development). Gender transition could be used as an example of a transitional process in adulthood that involves role changes and losses.

Langara College (1st & 2nd year undergraduate transfer courses)		
Course # and Name	Course description	Comments
Social/Cultural/Personality		
PSYC 2322 Social Psychology	This course examines the effects of social influences on individual behaviour. Topics such as social perception, social cognition, interpersonal attraction, attitudes, mass media effects, prejudice, and aggression will be discussed.	Transphobia could be used as an example of the interplay between interpersonal, group, and societal attitudes and norms, as well as societal sanctions against variant/non-conforming behaviour.
PSYC 2319 Psychology of Marriage and the Family	Emphasizing the experience of the individual within intimate relationships, this course examines the various processes which inevitably affect families. Beginning with theories of attraction, students proceed to discussion of issues related to the development of a sense of compatibility, closeness and commitment. Definitions, types of marriage and family, the systems view of family life, communication, power and responses to stress are also dealt with. The final unit of the course addresses the central concerns of divorce, single parenting and the formation of blended families.	Family types could include mention of families that include transgender individuals (as a parent, child, chosen family member, etc.). Gender transition could be used as an example of the impact of life transition on a family.
Clinical		
PSYC 2323 Psychology of Health and Adjustment	A study of the ways in which individuals adjust to the demands of life. The course examines the nature and sources of stress as well as responses to stress. The course examines the self-concept in particular, as well as addressing the personal, social, and vocational selves.	Transgender issues could be used as an example of the impact of social marginalization on self concept. Gender transition could be used as an example of adjustment in a health context.
PSYC 2426 Psychotherapy	An introduction to therapy for mentally distressed and behaviourally disordered persons of various ages. Numerous therapeutic approaches will be examined: psychodynamics, humanistic, behavioural, and cognitive. Both individual and group methods will be discussed in relation to wide social issues. This course is not designed to teach how to use therapeutic techniques.	If this course uses case studies, an example involving a transgender individual could be incorporated.
Psychopathology/Abnormal Psychology		
PSYC 2326 Psychological Disorders	A review of the concept of disorder as used in Psychology and other clinical professions. The mental and behavioural features of various disorders are examined from a broad range of theoretical perspectives. Research on causes of disordered behaviour is discussed and evaluated.	Sexual and gender identity disorders are already addressed in this course. To foster awareness that transgenderism and erotic crossdressing are not intrinsically pathological, it would be useful for students to be exposed to the existing debate about cultural issues in classification and treatment of gender dysphoria and compulsive crossdressing, and for there to be explicit distinction between gender concerns and non-problematic variant identity/expression.

Malaspina University College (BA program)		
Course # and Name	Course description	Comments
Lifespan/Development		
PSYC 121 Developmental Psychology	An investigation of the main processes of development, emphasizing cognition, perception, emotion, language and personality.	These courses provide an opportunity to discuss transgender identity development as an atypical but normal variation in the developmental process of gender identity formation. The transgender emergence model could be used as an example of the developmental processes involved in naming and expressing identity, and the influence of social factors on overall psychosocial development.
PSYC 122 Developmental Psychology	A continuation of PSYC 121, including social factors in development, development according to ages and stages, and problems in development.	
PSYC 131 Child Development I	An introduction to theories, concepts and research pertaining to the development of children from the prenatal environment to early childhood. Designed primarily for the Early Childhood Education and Care program. Topics include physical, cognitive, language, social and emotional development in infancy and early childhood.	These courses provide an opportunity to discuss transgender identity development as an atypical but normal variation in the developmental process of gender identity formation. The impact of social stigma and gender dysphoria on other developmental processes in gender-variant children/adolescents could also be discussed. The transgender emergence model could be used as an example of the developmental processes involved in naming and expressing identity.
PSYC 132 Child Development II	A continuation of PSYC 131. Topics include physical, cognitive, language, social and emotional development in middle childhood and adolescence.	
PSYC 335 Infant and Child Development	An overview of research examining psychological processes from conception through about 12 years of age. Topics include prenatal development, physical growth, perceptual and cognitive processes, language acquisition, personality development, and social processes.	
PSYC 336 Adolescent Development	An overview of research examining psychological processes during adolescence. Topics include physical development, cognitive processes, emotional development, social processes, and psychopathology.	
PSYC 339 Adult Development and Aging	An overview of research examining psychological processes during adulthood and aging. Topics include biological processes, perceptual and cognitive processes, personality and social processes, sources of stress, psychopathology, and death.	The transgender emergence model could be used as an example of the impact of sociocultural norms on identity development, articulation, and expression in adults (and the resulting impact on general psychosocial development). Gender transition could be used as an example of a transitional process in adulthood that involves role changes and losses.
Social/Cultural/Personality		
PSYC 330 Personality	An introduction to personality theory and its applications. A survey of several major strategies followed in conceptualizing personality, e.g., psychoanalytic, dispositional plus emphasis on the measurement of personality and current research methods.	As in lifespan courses, a trans-inclusive approach to gender identity development (e.g., the portrayal of transgender identity as an atypical but normal and healthy variation of identity, theories of transgender identity development) should be taken
PSYC 331 Social Psychology	Advanced issues in social and psychological theories and research are explored.	In correspondence with project staff, the course instructor noted that gender roles and transgender issues are sometimes discussed in this course (depending on time and the textbook used).
PSYC 332 Community Psychology	Theories developed in PSYC 331 are applied within a community setting. Projects are tailored to the need of the individual and to the community in which they are working.	This course could be a good opportunity for students to learn about transgender issues and work with transgender communities in a practical, applied way.

Malaspina University College (BA program)		
Course # and Name	Course description	Comments
Clinical		
PSYC 432 Fundamentals of Clinical Psychology	An introduction to the scientific and applied aspects of clinical psychology. Topics include the historical development of the professions, models of training, legal, ethical, and professional issues, issues in assessment, measurement and observation, and theoretical models of intervention. Discussions of theoretical and scientific aspects of clinical psychology are complemented with rich case material and a familiarization with community services and resources.	A trans-specific example (e.g., therapist as gatekeeper to medical treatment, HIV prevention group) could be used to illustrate issues in assessment, ethics, and intervention. Modification of standard assessment protocols (e.g., HEEADSSS) to promote trans-inclusion could be used as an example of the need to make assessment tools relevant to the client. Discussion of community services and resources should include mention of trans-specific programs and community groups.
Psychopathology/Abnormal Psychology		
PSYC 224 Personality and Behaviour	A review of recent research and theories in personality and abnormal behaviour to enable the student to understand various psychological disorders from various perspectives, using actual case material.	The characterization of gender-variant identity/behaviour as “abnormal” (and the implications in terms of treatment models and societal stigma) could be used as an example about debates relating to pathologization of non-normative identity/behaviour as “disordered”.
PSYC 430 Abnormal Psychology	A general introduction to abnormal psychology. An exploration of the historical and contemporary perspectives of abnormal behaviour, as well as the assessment and treatment of various psychological disorders. Classification, diagnostic, and methodological issues are discussed.	Debates about the DSM criteria for GID and Transvestic Fetishism could be used to promote critical thinking about the classification of variant identity as illness, and non-conforming behaviour as abnormal/deviant.
PSYC 436 Psychopathology of Childhood and Adolescence	An overview of theoretical and empirical approaches to the understanding of developmentally related disorders of childhood and adolescence. Students become familiar with historical and contemporary perspectives on the etiology of developmentally related disorders of childhood and adolescence, as well as the assessment and treatment of various psychological disorders.	As in lifespan courses, transgender identity should be portrayed as an atypical but healthy variation in gender identity development. The impact of internalized transphobia and gender dysphoria on other aspects of psychosocial development could be discussed. The complexities of evaluating gender-variant behaviour in young children, developmental outcomes for gender-variant youth, and trans-positive treatment models could be included.
Misc		
PSYC 433 Human Sexuality	This course examines the psychological, biological, and social science of human sexuality. Topics include the sexual response cycle, sexuality over the lifespan, gender, sexual orientation, sexual disorders, and sex therapy. Sexuality in society will also be examined including sex for sale, pornography, sex education, cultural and ethical issues.	Discussion of gender offers an opportunity to clarify the distinction between sex, gender, and sexual orientation, and to introduce an intersectional approach that explores the interplay between societal norms of sexuality (including the ways sexuality is gendered, classed, “race”-d, etc.) and personal sexual identity, desires, and activities.

North Island College (1 st & 2 nd year undergraduate transfer courses)		
Course # and Name	Course description	Comments
Lifespan/Development		
PSY 250 Human Development from Conception Through Childhood	This course provides an overview of child development up to, but not including adolescence. The impact of genetics and environment, major theories of human development, methods for studying child development, cultural diversity, and development in the physical, cognitive, emotional and social spheres are included.	These courses provide an opportunity to discuss transgender identity development as an atypical but normal variation in the developmental process of gender identity formation. The impact of social stigma and gender dysphoria on other developmental processes could also be discussed. The transgender emergence model could be used as an example of the developmental processes involved in naming and expressing identity. Discussion of cultural diversity could include approaches to gender-variance.
PSY 251 Human Development from Adolescence Through Adulthood	This course provides an overview of human development from adolescence through old age. Topics include the impact of genetics and environment, development in adolescence and adulthood, cultural diversity, change and development in the physical, cognitive, emotional and social spheres, and death, dying and grieving.	
Social/Cultural/Personality		
PSY 245 Psychology of Women	This course provides an introduction to women's development and mental health. The course content includes gender bias in psychology, some major feminist theorists, current controversies in the psychology of women, and contextual issues in women's lives (including abuse, fear and economic vulnerability). Discussion and assignments will encourage critical thinking in integration theory, research, personal experience and reflection.	In correspondence with project staff, the instructor noted that transgender issues are included in the course, usually within the context of (often student-led) discussions around the construction of gender and gender roles. The instructor sometimes uses relevant video documentary clips, and there is a critical component to addressing the relations between biology, psychology, gender, sex, transgender, etc.
Psychopathology/Abnormal Psychology		
PSY 235 Abnormal Psychology	An introduction to abnormal psychology, including mental disorders, assessment and treatment, the DSM-IV, and social, cultural and ethical issues.	GID and Transvestic Fetishism could be used as examples of debate about concepts of normality, variance, and abnormality in psychological classification, assessment, and treatment models.

Northwest Community College (1 st & 2 nd year undergraduate transfer courses)		
Course # and Name	Course description	Comments
Lifespan/Development		
PSY 201 Developmental Psychology I	This is the first half of a two-semester second year elective course in psychology. Following an introduction to methods and theories and a review of genetics and prenatal development we will examine development in infancy, early childhood and middle childhood, from a physical, cognitive and psychosocial point of view. The focus will be on the normal process of growing but some potential developmental problems will be discussed.	These courses provide an opportunity to discuss transgender identity development as an atypical but normal variation in the developmental process of gender identity formation. The impact of social stigma and gender dysphoria on other developmental processes could also be discussed. The transgender emergence model could be used as an example of the developmental processes involved in naming and expressing identity.
PSY 202 Developmental Psychology II	In this term the topics included are adolescence, early, middle and late adulthood. Each of these topics is viewed from a physical, cognitive and psychosocial point of view. The focus is on the normal process of growing but potential developmental problems will be reviewed.	
Psychopathology/Abnormal Psychology		
PSY 221 Abnormal Psychology and Therapy I	We start with a thorough examination of the historical antecedents, current theoretical perspectives, and assessment as they relate to abnormal psychology and therapy. This is followed by a review of some of the psychiatric disorders including perspectives on causes and treatment. Specific topics this semester include: stress, health and adjustment disorders; personality disorders; anxiety disorders and; dissociative and somatoform disorders.	The inclusion of sexual and gender identity disorders in the second part of the course requires clarification that transgender identity is not intrinsically problematic (particularly as there are not many other courses where students may be exposed to transgender issues and concepts). In the first part of the course, DSM-IV defined sexual and gender identity disorders could be included as examples of contentious categories of psychological disorders, with discussion about concepts of normality, variance, abnormality, and the medical pathologization of socially stigmatized behaviours. The Transgender Health Program's trans-positive framework for assessment and treatment of gender dysphoria could be mentioned as a resource.
PSY 222 Abnormal Psychology and Therapy II	Specific topics this semester include mood disorders and suicide, sexual and gender identity disorders, schizophrenic and other psychotic disorders, behaviour disorders of childhood and adolescence, methods of therapy and treatment and contemporary ethical and legal issues.	

Trinity Western University (BA program)

Note: TWU is a private educational institution of the Evangelical Free Church. Students and teachers are asked to sign a "community standards" document agreeing not to engage in behaviours considered biblical sins (including same-sex sexual activity). While there are various interpretations of biblical statements relating to crossdressing and transgender expression, it seems unlikely that a university that sees homosexuality as a sin would interpret biblical statements in favour of diversity of gender identity and expression. The initial stage of lobbying relating to education would therefore be to clarify TWU's position on teaching of transgender issues.

University College of the Fraser Valley (BA program)		
Course # and Name	Course description	Comments
Lifespan/Development		
PSY 201 Developmental Psychology I	This is the first half of a two-semester second year elective course in psychology. Following an introduction to methods and theories and a review of genetics and prenatal development we will examine development in infancy, early childhood and middle childhood, from a physical, cognitive and psychosocial point of view. The focus will be on the normal process of growing but some potential developmental problems will be discussed.	These courses provide an opportunity to discuss transgender identity development as an atypical but normal variation in the developmental process of gender identity formation. The impact of social stigma and gender dysphoria on other developmental processes in gender-variant children/adolescents could also be discussed. The transgender emergence model could be used as an example of the developmental processes involved in naming and expressing identity.
PSYC 351 Child Psychology	This course considers the psychological aspects of human development from conception through to adolescence. It covers the changes in the areas of physical, perceptual, language, emotional, social, and cognitive development.	
PSYC 355 Adolescent Psychology	This course considers the psychological aspects of human development during the period of adolescence. Changes in the areas of physical, emotional, social, and cognitive development will be covered.	
PSYC 357 Adulthood and Aging	This course considers human development from young adulthood to old age. Topics include theories of adult development and aging, environmental and biological factors in aging, and the effects of aging on sensation, perception, learning, cognition, personality, psychopathology, and social relations	The transgender emergence model could be used as an example of the impact of sociocultural norms on identity development, articulation, and expression in adults (and the resulting impact on general psychosocial development). Gender transition could be used as an example of a transitional process in adulthood that involves role changes and losses.
Social/Cultural/Personality		
PSYC 360 Social Psychology	The purpose of this course is to provide students with a broad overview of the field of Social Psychology. The course focuses on social psychological theory and findings. Topics may include how individuals view the social world, how individuals make inferences about others, how attitudes are formed and changed, and social relations.	Transphobia could be used as an example of the interplay between interpersonal, group, and societal attitudes and norms, as well as societal sanctions against variant/non-conforming behaviour.
PSYC 386 Social Psychology of Groups	The purpose of this course is to provide students with a broad overview of the social psychology of groups. The course focuses on social psychological theory, methodology, and findings. Topics will include group cohesion and development, power, leadership, and performance.	Transgender issues could be discussed in the context of group conformity and the pressures created for people with non-conforming/variant identity. Cultural tensions between value for individual expression and emphasis on group cohesion and belonging could be discussed.
Clinical		
PSYC 375 Fundamentals of Clinical Psychology	This course examines both professional issues and selected topics in the discipline of Clinical Psychology. Educational and training issues and requirements, history of the field, career options, and work issues will be studied. Professional ethical guidelines, ethical decision making, and applications will be introduced, as will Canadian issues. Depending on the instructor, the course will either survey assessment, interventions and research in Clinical Psychology, or focus on a specific topic, such as interventions, the therapeutic relationship, the history of psychotherapy, or comparative cultural systems of intervention.	A trans-specific example (e.g., ethical dilemmas of therapist as gatekeeper to medical treatment, psychologist-run HIV prevention group) could be used to illustrate issues in assessment, ethics, and intervention strategies in clinical practice. If the focus is comparative cultural systems of intervention, GID and Transvestic Fetishism could be used as examples of debate about concepts of normality, variance, and abnormality in clinical classification, assessment, and treatment.
PSYC 306 Psychological Assessment	Provides an introduction to the purpose, scope, and mechanics of psychological testing and assessment. Topics include theoretical issues in assessment, methodology of administering tests, statistics, assessment for specific populations, and an overview of currently used assessment instruments.	Assessment for specific populations could include discussion of ways to modify standard assessment tools to promote trans-inclusion. Trans-specific assessment tools could be briefly discussed.

University College of the Fraser Valley (BA program)		
Course # and Name	Course description	Comments
Psychopathology/Abnormal Psychology		
PSYC 241 Psychological Disorders	This course surveys basic theory and research in abnormal psychology. Behavioural, cognitive, psychoanalytic, biopsychological, and humanistic perspectives are used to explore various clinical disorders including depression, anxiety disorders, schizophrenia, sociopathy, and others. Assessment and treatment of disorders are also included.	GID and Transvestic Fetishism could be used as examples of debate about concepts of normality, variance, and abnormality in psychological classification, assessment, and treatment models.
Misc		
PSYC 305 Psychology of Gender	This course will look at the research on gender issues in a variety of subfields of psychology, including developmental, cognitive, abnormal, social, personality, psycholinguistics, and biopsychology.	An introduction to gender variance, transsexuality, transgenderism and intersex issues could serve as a departure point for developing a critique of sex/gender relations as straightforward or self-evident. Discussions about 'deviation' from accepted gender roles or modes of embodiment, and the ways in which psychologists have conceptualized and responded to such deviation, could also be covered. Research involving transsexuals could be used to discuss biological and social theories relating to sex/gender differences.
PSYC 343 Psychology of Health	This course presents a blend of basic theory and research along with clinical perspectives and interventions in Health Psychology. An expanded biopsychosocial systems perspective is presented and used to study psychological factors in health and illness. Topics include models and psychophysiological mechanisms of stress; applicable research designs; personality and health; psychological treatments for stress related disorders; lifestyle and health behaviours; and social and societal factors in health and health care.	Trans-specific examples could be used in discussion of social/societal factors in health and health care.

University of BC (BA, MA, MEd, & PhD programs)		
Course # and Name	Course description	Comments
Lifespan/Development (Department of Psychology)		
PSYC 315 Childhood and Adolescence	Human development from the preschool period through adolescence.	These courses provide an opportunity to discuss transgender identity development as an atypical but normal variation in the developmental process of gender identity formation. The impact of social stigma and gender dysphoria on other developmental processes could also be discussed. The transgender emergence model could be used as an example of the developmental processes involved in naming and expressing identity.
PSYC 319 Applied Developmental Psychology	Applications of theories and research in developmental psychology to contemporary social issues; topics may include daycare, child abuse, divorce and remarriage, substance abuse, sexuality.	
PSYC 322 Adulthood and Aging	Issues, theories, and psychological research regarding adulthood and the aging process.	
Social/Cultural/Personality (Department of Psychology)		
PSYC 308d Social Psychology	Theory and research of individual social behaviour; social motivation; attitudes; group interaction; socialization; prejudice.	Transphobia could be used as an example of the interplay between interpersonal, group, and societal attitudes and norms, as well as societal sanctions against variant/non-conforming behaviour.
PSYC 325 Socialization: Media Content and Effects	Examines human development in the context of the socializing role of media.	Media portrayal of gender roles and transgender individuals/issues could be used as an example of the ways that media reflect and shape cultural, social, and political opinion.
PSYC 407 Cultural Psychology	Cultural influences on human thought; interactions of culture and self, cultural differences in ways of thinking, multicultural experiences, and methodological issues.	Possible topics include (a) cultural approaches to gender and gender-variance in mythology, the medical/mental health system, social policy, and other societal institutions, and (b) the ways that cultural norms of gender/gender-variance shape the development of gender identity.
PSYC 413 Social and Personality Development	Comprehensive overview of the psychological processes in the social and personality development of infants, children, and adolescents.	As in lifespan courses, a trans-inclusive approach to gender identity development (e.g., the portrayal of transgender identity as an atypical but normal and healthy variation of identity, theories of transgender identity development) should be taken.
PSYC 415 Applied Social Psychology	The application of social psychological research and theory to the solution of social problems.	Examples of transgender community development and social mobilization (e.g., activism from peer support groups) could be given.
Clinical (Department of Psychology)		
PSYC 314 Health Psychology	Health-related behaviours such as smoking and drug use; effects of stressful events on health; methods for coping with stress; impact of chronic illness on the family; social support systems.	Trans-specific examples relating to stress, coping behaviours, and social support systems could be used.
PSYC 323 Tests and Measurements II	A survey of tests for assessing intelligence, abilities, personality, motivation, and interests.	Trans-specific modification of general assessment tests could be used as an example of the need to make tests relevant, respectful, and inclusive.
PSYC 401d Clinical Psychology	The theoretical and research foundations of the processes of assessment and behaviour modification in clinical psychology.	The debate about the use of behaviour modification techniques to try to get gender-variant children to conform with dominant gender norms could be used as an example of the ethical dilemmas in “treatment” of societally non-sanctioned behaviours, and the political/social ramifications of assimilative therapies applied to marginalized groups.

University of BC (BA, MA, MEd, & PhD programs)		
Course # and Name	Course description	Comments
Counselling (Department of Education and Counselling Psychology & Special Education, Faculty of Education)		
CNPS 362 Basic Interviewing Skills	Development of basic interviewing skills for counselling and guidance.	Trans-specific examples could be given to facilitate discussion of the need for sensitive, respectful, and inclusive language in client interviewing.
CNPS 364 Family Education and Consultation	Examination of current theories and practices in family education and consultation.	Could include information for students about working with families which include transgender people.
CNPS 365 Introduction of Theories of Counselling	An overview of selected theories of counselling.	Case studies of transgender people could be presented when discussing the client-centred model, or other models which emphasize diversity and an examination of the power dynamic between client and therapist as well as societal patterns of power (such as liberation psychology).
CNPS 427 Guidance: Planning and Decision-making	The work of the beginning counsellor and guidance worker in assisting students with educational, vocational, and personal planning and decision-making.	A case study involving an adolescent who is considering gender transition could be used to illustrate how personal decision-making interconnects with educational, vocational, and family planning.
CNPS 433 The Personal and Social Development of the Adult	Personal and social adjustment issues for professional counsellors; basic skills necessary for effective group counselling.	The transgender emergence model could be used as an example of the developmental processes involved in helping a client explore options and implement/adjust to changes, as well as familial, educational, vocational, cultural, and spiritual issues in decision-making.
CNPS 524 Counselling Adults	Major issues and problems of adult development. Selection of appropriate counselling interventions for use in education and other counselling settings.	
CNPS 504 Elementary School Counselling	Theory and practice of elementary school counselling.	A trans-specific case study could be used to illustrate course concepts.
CNPS 514 Counselling Adolescents	Theory, research, and practice of counselling adolescents.	
CNPS 531 Interview and Non-Standardized Measures in Counselling	Theoretical assumptions in the use of non-standardized appraisal techniques.	A trans-specific assessment tool could be used as an example to illustrate course concepts.
CNPS 532d Psychological Assessment in Counselling	The use of standardized measures of mental ability, achievement, aptitude, interest and personality.	Transgender issues could be incorporated into discussion of gender issues in assessment.
CNPS 534 Gender and Sex Role Issues in Counselling	Theory, research, and practice in the area of gender and sex role issues related to counselling.	An introduction to gender variance, transsexuality, transgenderism and intersex issues could serve as a departure point for developing a critique of sex/gender roles as straightforward or self-evident. Discussions about 'deviation' from accepted gender roles or modes of embodiment, and the ways in which psychologists have conceptualized and responded to such variance, could also be covered. The basic concept of a trans-positive counselling framework could be introduced.
CNPS 544 Family Counselling I	Counselling approaches as applied to the family, in educational and other counselling settings.	A case study relating to disclosure of crossdressing, transgender identity, or gender transition could be used as an example of family adjustment processes. Alternatively, a couple/family that includes a transgender person could be depicted seeking assistance unrelated to transgender issues (to convey that transgender people have the same relationship/family concerns as non-transgender people).
CNPS 545 Family Counselling – Interventions and Research	Main theoretical and therapeutic approaches of contemporary family counselling with emphasis on intervention and critical research issues in educational and other counselling settings.	

University of BC (BA, MA, MEd, & PhD programs)		
Course # and Name	Course description	Comments
CNPS 564 Group Counselling	Understanding, designing and knowledge of groups and how to conduct them for use in counselling and guidance services.	A trans-specific example could be used to illustrate diverse approaches to group counselling (e.g., clinical support of peer-led group, psychologist-led therapy group, psychoeducational group, prevention in a group setting).
CNPS 363 Career Counselling	Critical survey of career counselling theory and practice.	A trans-specific example could be used to explore connections between career planning/counselling and other aspects of decision counselling.
CNPS 574 Career Planning and Decision-Making Counselling	Theory, research, and practice of career planning and decision counselling.	
CNPS 677 Theories of Vocational Development	Sociological and psychological aspects of career planning, theories of vocational development, vocational choice.	
CNPS 578c Individual and Family Counselling Theories and Interventions	Major counselling theories, interventions for change and corresponding skill development.	A case study relating to disclosure of crossdressing, transgender identity, or gender transition could be used as an example. Alternatively, a couple/family that includes a transgender person could be depicted seeking assistance unrelated to transgender issues (to convey that transgender people have the same relationship/family concerns as non-transgender people).
CNPS 586 Ethics in Counselling Psychology	Ethical decision-making and legal issues in counselling psychology research and practice.	A trans-specific example could be used to illustrate ethical and legal issues (e.g., client who wants to transition without spousal knowledge/consent; spouse who asks therapist to stop a client from transitioning; disclosure of potentially risky compulsive sexual behaviour).
CNPS 594 Cross-Cultural Counselling	Critical analysis of cross-cultural counselling theory, research and practice.	Cultural approaches to gender-variance could be used as an example of the need to explore the cultural meaning of aspects of identity/behaviour and the risks of ethnocentric assumptions about "problems", "deviance", etc.
CNPS 595 Stress, Coping and Adaptation	Theories, research, and applications of psychosocial stress and coping processes, with a particular focus on counselling issues and contexts.	A trans-specific example (e.g., episodic crossdressing to alleviate gender dysphoria when full transition can't be pursued, potentially risky behaviours) could be used to illustrate course concepts.
CNPS 632 Advanced Assessment	Counselling psychology research and practice in adult personality assessment, including ethics of testing and use with special populations.	Psychometric testing of individuals seeking hormone therapy could be used as an example of ethical difficulties relating to gatekeeper issues. The need to modify testing tools to create inclusive and relevant questions could also be discussed.
Psychopathology/Abnormal Psychology (Department of Psychology)		
PSYC 300d Behaviour Disorders	The definition, history, and scope of deviant behaviour; emphasis on the psychological factors that control its origins, maintenance, and modification.	GID and Transvestic Fetishism could be used as examples of debate about concepts of normality, variance, and abnormality. The link between the medicalization of erotic crossdressing/gender variance, stigma/shame, and societal attitudes to transgenderism could also be explored.
Misc (Department of Psychology)		
PSYC 205d Contemporary Issues in Psychology	Topics include addiction, culture and evolution in social behaviour, personal relationships, pro- and anti-social behaviour, judgment and decision-making, prejudice and discrimination. Consult the Psychology Department for topics offered each term.	Transgender content could be incorporated into any of these topics.
PSYC 263d Contemporary Issues in Biopsychology	Contemporary issues in biopsychology (e.g. neuropsychology, mental illness, brain damage, addiction, hormones and the brain).	Discussion of hormones and the brain could include exploration of neuroendocrinological theories of gender identity development (with the understanding that transgender identity is atypical but not pathological).

University of BC (BA, MA, MEd, & PhD programs)		
Course # and Name	Course description	Comments
PSYC 320 Psychology of Gender	Physical, psychological, and cultural influences.	An introduction to gender variance, transsexuality, transgenderism and intersex issues could serve as a departure point for developing a critique of sex/gender relations as straightforward or self-evident, or for questioning the presumed exhaustiveness of male/female, masculine/ feminine. Discussions about 'deviation' from accepted gender roles or modes of embodiment, and the ways in which psychologists have conceptualized and responded to such variance, could also be covered.
PSYC 350d Psychological Aspects of Human Sexuality	Human sexuality from a biopsychological, behavioural, and psychosocial perspective.	Discussion of psychosexual development offers an opportunity to clarify the distinction between sex, gender, and sexual orientation, and to introduce an intersectional approach that explores the interplay between societal norms of sexuality (including the ways sexuality is gendered, classed, "race"-d, etc.) and personal sexual identity, desires, and activities. Discussion of sexual behaviour could include information about the prevalence of (non-problematic) erotic crossdressing, discussion of assessment/treatment of compulsive erotic crossdressing, debates about the DSM-IV criteria for Transvestic Fetishism, and treatment for internalized shame/stigma.
PSYC 460 Behavioural Neuroendocrinology	Detailed examination of the interaction between hormones and neural control of reproductive and non-reproductive behaviours; emphasis on gonadal and adrenal hormone effects on learning and memory in the brain.	Discussion of sex hormones could include exploration of neuroendocrinological theories of gender identity development (with the understanding that transgender identity is atypical but not pathological).

No calendar descriptions were provided for the following UBC graduate-level courses; based on the course name, transgender content may be appropriate:

- CNPS 551d / EPSE 551: School-Based Consultation
- CNPS 566: Advanced Study in Group Counselling
- EPSE 406: Typical and Atypical Development in Infants and Children
- EPSE 433: Assessment and Positive Behavioural Support in School and Community Settings
- EPSE 436: Survey of Behaviour Disorders in Children and Adolescents
- EPSE 437: Interventions for Children and Adolescents with Behaviour Disorders
- EPSE 514: Seminar in Behavioural Assessment and Intervention
- EPSE 515d: Seminar in Behaviour Disorders
- EPSE 535: Social and Emotional Assessment in School Psychology
- EPSE 550: Professional, Ethical and Legal Issues in School Psychology
- EPSE 552d: Interventions in School Psychology
- PSYC 525 Attitudes and Social Cognition
- PSYC 526: Individuals and Groups
- PSYC 527: Interpersonal Processes
- PSYC 529: Special Topics in Social Psychology
- PSYC 530: Assessment: A Critical Survey
- PSYC 531: Assessment: Clinical Applications
- PSYC 532: Child Assessment
- PSYC 533d: Current Issues in Clinical Psychology
- PSYC 534c: Clinical Psychology Practicum
- PSYC 535: Psychopathology of the Adult
- PSYC 536: Psychopathology of the Child
- PSYC 537: Ethical and Professional Issues in Clinical Psychology
- PSYC 539: Health Psychology
- PSYC 540d: Strategies of Psychological Intervention
- PSYC 542: Cognitive/Behavioural Interventions
- PSYC 544d: Patterns of Child-Rearing
- PSYC 546d: Seminar in Psychological Problems
- PSYC 555: Advanced Topics in Cognitive/Behavioural Intervention
- PSYC 556: Psychological Treatment of Childhood Disorders
- PSYC 557: Interpersonal Theory, Research and Treatment
- PSYC 559: Clinical Psychological Internship
- PSYC 567: Personality Dimensions and Structure
- PSYC 568: Personality Assessment
- PSYC 569: Contemporary Conceptual Issues in Personality
- PSYC 574: Biopsychology I
- PSYC 575: Biopsychology II
- PSYC 586d: Developmental Psychology I
- PSYC 587d: Developmental Psychology II
- PSYC 590: Survey of Social Psychology I
- PSYC 591: Survey of Social Psychology II
- PSYC 594: Psychoneuroendocrinology
- PSYC 596: Strategies and Techniques of Studying Behaviour

University of BC – Okanagan (BA program)		
Course # and Name	Course description	Comments
Lifespan/Development		
PSYC 220 Lifespan Development	An introduction to the field of lifespan developmental psychology. Examination of the physical, cognitive, and psychosocial development of the individual from conception through later adulthood.	The transgender emergence model could be used as an example of the impact of sociocultural norms on identity development, articulation, and expression.
PSYC 324 Adult Development and Aging	Survey of developmental psychology, focusing on the adult segment of the lifespan. This course examines the physical, cognitive, personality and social aspects of adult development.	The transgender emergence model could be used as an example of the impact of sociocultural norms on identity development, articulation, and expression in adults (and the resulting impact on general psychosocial development). Gender transition could be used as an example of a transitional process in adulthood that involves role changes and losses.
PSYC 331 Child Development	Survey of developmental psychology, focusing on the childhood segment of the lifespan. This course examines the physical, cognitive and psychosocial development of children from conception through the school years.	These courses provide an opportunity to discuss transgender identity as an atypical but healthy variation in the developmental process of gender identity formation. The impact of social stigma and gender dysphoria on other developmental processes in gender-variant children/adolescents could also be discussed. The transgender emergence model could be used as an example of the developmental processes involved in naming and expressing identity.
PSYC 332 Adolescent Development	A survey of developmental psychology, focusing on the adolescent segment of the lifespan. It examines physical, cognitive, personality, and social aspects of adolescent development.	
Social/Cultural/Personality		
PSYC 252 Introduction to Social Psychology	An introduction to social psychology, topics include attitudes, opinions and beliefs, persuasion, mass communication, group processes, prejudice, interpersonal attraction, conformity, aggression and conflict.	Transphobia could be used as an example of the interplay between interpersonal, group, and societal attitudes and norms, as well as societal sanctions against variant/non-conforming behaviour.
PSYC 371 Community Psychology	An introduction to the historical, theoretical and empirical underpinnings of community psychology. It will examine the application of psychological principles to social issues that affect communities. Special emphasis will be placed on community mental health, prevention of illness and promotion of wellness, and the community practitioner as an agent of social change.	Trans-specific examples of community development and community health promotion could be used to illustrate course concepts (this would also facilitate awareness of local resources).
Clinical		
PSYC 240 Health and Adjustment	An introduction to the characteristics of human adjustment, physical health, and psychological health, this course includes an examination of the adjustment demands of major life events such as friendship and love, marriage, school, and work. Current research and major theories regarding the effect of stress will be covered, along with preventative health behavior and strategies for coping.	Gender transition could be used as an example of life transition involving stress and adjustment.

University of BC – Okanagan (BA program)		
Course # and Name	Course description	Comments
Psychopathology/Abnormal Psychology		
PSYC 242 Abnormal Psychology	An examination of contemporary paradigms in psychopathology and therapy and application of these paradigms to the analysis of selected disorders currently classified in the DSM IV. The investigation of classification systems up to the present DSM IV with an accompanying exploration of assessment techniques will be included.	Debates about the DSM criteria for GID and Transvestic Fetishism (e.g., simultaneous removal of homosexuality and inclusion of Gender Identity Disorder of Childhood in DSM-III) could be used to promote critical thinking about the classification of variant identity as illness, and non-conforming behaviour as abnormal/deviant. The link between the medicalization of erotic crossdressing/gender variance, stigma/shame, and societal attitudes to transgenderism could also be explored (as an example of an ethical issue in psychology).
PSYC 343 Psychopathology I	A detailed introduction to the general principles underlying the scientific study of mental health and psychopathology. Lectures and discussions will focus on critical theoretical and methodological issues related to the assessment, diagnosis, and treatment of psychological disorders. Ethical issues pertinent to clinical psychopathology will be addressed. Psychological disorders will be used to illustrate the general issues and principles discussed.	
PSYC 344 Psychopathology II	General issues concerning mental health and mental disorders are discussed. This course focuses on contemporary issues pertaining to specific aspects of some psychological disorders. Lectures will emphasize a multi-disciplinary perspective and will rely upon an understanding of the methods and approaches discussed in PSYC 343.	
PSYC 346 Abnormal Child Psychology	Introduces students to the theories, causes, and treatments for major forms of abnormal psychological development in childhood and adolescence including behaviour disorders, emotional disorders, developmental and learning problems, and problems related to physical and mental health.	As in lifespan courses, transgender identity should be portrayed as an atypical but healthy variation in gender identity development. The impact of internalized transphobia and gender dysphoria on other aspects of psychosocial development could be discussed. The complexities of evaluating gender-variant behaviour in young children, developmental outcomes for gender-variant children, and resilience-based treatment models could be included.
Misc		
PSYC 353 Psychological Aspects of Human Sexuality I	An academic overview of human sexuality from a biological, psychological, and behavioural perspective. Topics include an examination of the difficulties of research in the area of human sexuality, biological foundations of sexuality, human reproduction, birth control, and psychosexual development.	Discussion of psychosexual development offers an opportunity to clarify the distinction between sex, gender, and sexual orientation and to introduce an intersectional approach that explores the interplay between societal norms of sexuality (including the ways sexuality is gendered, classed, "race"-d, etc.) and personal sexual identity, desires, and activities.
PSYC 354 Psychological Aspects of Human Sexuality II	An academic overview of human sexuality from a biological, psychosocial, and behavioural perspective. Topics include sexual behaviour, sexual complications and their treatment, attraction and love, sexual orientation, and problematic sexual behaviour.	Discussion of sexual behaviour could include information about the prevalence of (non-problematic) erotic crossdressing, discussion of assessment/treatment of compulsive erotic crossdressing, debates about the DSM-IV criteria for Transvestic Fetishism, and treatment for internalized shame/stigma.

University of Northern BC (BSc, MEd, MSc, & PhD programs)		
Course # and Name	Course description	Comments
Lifespan/Development (Department of Psychology)		
PSYC 345 Lifespan Development	This course addresses the development of psychological abilities and characteristics and the mechanisms that subserve them. The full range of the human lifespan, from the prenatal period to the senior years, is examined.	These courses provide an opportunity to discuss transgender identity development as an atypical but normal variation in the developmental process of gender identity formation. The impact of social stigma and gender dysphoria on other developmental processes could also be discussed. The transgender emergence model could be used as an example of the developmental processes involved in naming and expressing identity, as well as life transitions.
PSYC 415 Advanced Developmental Psychology	This course deals with advanced issues in the field of developmental psychology. Topics may include development of self, sex differences in interpersonal styles, adolescent problems such as drug and alcohol abuse, pregnancy and suicide, parenting, divorce, families, adulthood, death and bereavement, or successful aging.	
PSYC 645 Developmental Psychology	Advanced study of human development from infancy through adulthood.	
Social/Cultural/Personality (Department of Psychology)		
PSYC 301 Social Psychology	This course examines human behaviour in its social context. Specific topics covered include interpersonal interaction, social motivation and attitudes, prejudice, socialization and communication.	Transphobia could be used as an example of the interplay between interpersonal, group, and societal attitudes and norms, as well as societal sanctions against variant/non-conforming behaviour.
PSYC 401 Advanced Social Psychology	Advanced issues in the examination of human behaviour in its social context.	
PSYC 306 Theories of Personality	An introduction to the study of personality. Influential models of personality structure and function are examined as are techniques for personality assessment.	As in lifespan courses, transgender identity should be portrayed as an atypical but healthy variation in gender identity development. The impact of internalized transphobia and gender dysphoria on other aspects of psychosocial development could be discussed.
PSYC 427 Cross-cultural psychology	This course deals with cultural differences in behaviour, with a special emphasis on intercultural issues in pluralistic societies.	Possible topics include (a) cultural approaches to gender and gender-variance, (b) cultural influences on gendered behaviour and gender identity, and (c) the interplay between norms relating to gender and norms relating to "race", ethnicity, class, disability, etc.
PSYC 615 Social Psychology	Advanced study of social psychology and social cognition. This course provides exposure to major current issues in the study of social behaviour. Topic of special relevance to the social problems of the north will be considered.	As offered by the current instructor, this class does not include transgender content; however, in correspondence with project staff, the instructor noted that such a course <i>could</i> incorporate issues around transgender people/communities. This course could provide an opportunity for students to closely examine, engage with, and develop strategies around some of the unique difficulties encountered by marginalized communities living in the north (e.g. cultural, gender, and/or sexual minorities).

University of Northern BC (BSc, MEd, MSc, & PhD programs)		
Course # and Name	Course description	Comments
Clinical (Department of Psychology)		
PSYC 405 Clinical Psychology	This course deals with the contemporary practice of clinical psychology. Topics include the role of the clinical psychologist, psychological assessment, the conduct of psychological therapies and ethical issues.	Issues in assessment and treatment of transgender people (e.g., psychologist as gatekeeper to medical treatment) could be used as examples of ethical dilemmas.
PSYC 417 Behaviour Modification	The application of behavioural and social learning concepts to the change of problematic human behaviour.	The debate about the use of behaviour modification techniques to try to get gender-variant children to conform with dominant gender norms could be used as an example of the ethical dilemmas in “treatment” of societally non-sanctioned behaviours, and the political/social ramifications of assimilative therapies applied to marginalized groups.
PSYC 720 Cross-cultural Communication in Health Care Settings	This course focuses on communication (including information transmission and interactive processes) between health professionals and people of differing cultural backgrounds. Issues examined include gaps in health perceptions between service providers and diverse groups, barriers within, and proposed changes to, the health care system.	This course provides an opportunity to introduce cultural competency in counselling of transgender individuals – particularly common terms/concepts, basic sensitivity protocols (e.g., preferred name/pronoun), and interpersonal barriers to accessing services.
PSYC 730 Psychological Interventions	An advanced seminar on the application of psychological procedures to the change of human social, emotional, behavioural and personality functioning.	The debate about the use of behaviour modification techniques to try to get gender-variant children to conform with dominant gender norms could be used as an example of the ethical dilemmas in “treatment” of societally non-sanctioned behaviours, and the political/social ramifications of assimilative therapies applied to marginalized groups.
Psychopathology/Abnormal Psychology (Department of Psychology)		
PSYC 303 Introduction to Abnormal Psychology	An introduction to the study of abnormal behaviour. Topics include the history of psychopathology, definitions of abnormality, classification and assessment, models of psychopathology and an introduction to the specific syndromes of abnormal behaviour.	Debates about the DSM criteria for GID and Transvestic Fetishism could be used to promote critical thinking about the classification of variant identity as illness, and non-conforming behaviour as abnormal/deviant.
PSYC 403 Patterns of Psychopathology and Their Treatment	This course addresses major syndromes of abnormal behaviour, introducing students to the major biological and experiential theories of their origins. Approaches to treatment are also addressed.	If DSM-defined sexual and gender identity disorders are one of the categories discussed, there is an opportunity to distinguish between non-problematic variant gender identity/expression and gender concerns (gender dysphoria, compulsive crossdressing, etc.).
PSYC 631 Psychopathology	Historical and current approaches to the study of behaviour disorders and problems of life adjustment, including critical evaluation of empirical findings in selected areas. Classification systems, including the current revision of the APA Diagnostic and Statistical manual, will be critically reviewed.	The debate about current DSM criteria for GID and Transvestic Fetishism (and the conceptualization of gender dysphoria as a disorder of identity) could be used as an example of broader debates about constructions of ‘normal’ and ‘abnormal’, stigmatization relating to mental illness, tensions between researchers and the groups they study, etc.

University of Northern BC (BSc, MEd, MSc, & PhD programs)		
Course # and Name	Course description	Comments
Counselling Psychology (Department of Psychology)		
EDUC 613 Interpersonal Counselling Skills	This course is an interpersonal communication course that links counselling theory and counselling practice using the Rogerian Person-Centered approach to counselling, based on post-modern and post-structuralist theory.	The communication element of this course creates an opportunity to discuss gender norms relating to communication, and ways to be inclusive/sensitive/respectful in communicating with transgender individuals.
EDUC 618 Working with Parents and Families	An examination of the theories of family therapy and research and the application of those theories to working with parents and families.	A case study relating to disclosure of crossdressing, transgender identity, or gender transition could be used as an example of family adjustment processes. Alternatively, a couple/family that includes a transgender person could be depicted seeking assistance unrelated to transgender issues (to convey that transgender people have the same relationship/family concerns as non-transgender people).
EDUC 714 Group Counselling Processes	Consideration of the theory and practice of group counselling with an opportunity both to participate in and conduct group counselling sessions.	A trans-specific example could be used to illustrate diverse approaches to group counselling (e.g., clinical support of peer-led group, psychologist-led therapy group, psychoeducational group, prevention in a group setting).
EDUC 715 Career Counselling	This course is an evaluative survey of the counselling theories and practices employed to facilitate career decision making in schools and community agency settings.	A trans-specific example could be used to explore connections between career planning/counselling and other aspects of decision counselling. Issues in vocational planning for individuals undergoing gender transition could also be discussed.
EDUC 716 Clinical Counselling	This course is an examination of specific areas of clinical counselling such as behaviour disorders, mental subnormality, learning disabilities, mood disorders, anxiety disorders, and personality disorders.	GID and Transvestic Fetishism could be used as examples of debate about concepts of normality, variance, and abnormality. An overview of transgender issues in counselling (e.g., trans-specific content in counselling on general issues; counselling relating to gender concerns/transgender emergence) could also be discussed as an example of counselling with specific populations.
Misc (Department of Psychology)		
PSYC 200 Contemporary Issues in Psychology	This course deals with how concepts from psychology may be addressed to topics of current public interest. Examples of issues that may be included are psychological issues in the north, family violence, psychology and the justice system, modeling intelligent behaviour. The theme of the course will be updated each year and advertised in advance.	The needs and challenges of transgender people/communities, especially those situated in the north and/or in rural communities, could be introduced and discussed in relation to several of the issues noted in the course description.
PSYC 220 Psychology of Gender and Gender Relations	An introduction to contemporary issues related to differences in the experience and behaviour of males and females. <i>Note:</i> This course has not been offered at UNBC since 2001.	An introduction to gender variance, transsexuality, transgenderism and intersex issues could serve as a departure point for developing a critique of sex/gender relations as straightforward or self-evident, or for questioning the presumed exhaustiveness of male/female, masculine/ feminine. Discussions about 'deviation' from accepted gender roles or modes of embodiment, and the ways in which psychologists have conceptualized and responded to such deviation, could also be covered.

University of Northern BC (BSc, MEd, MSc, & PhD programs)		
Course # and Name	Course description	Comments
PSYC 409 Advanced Health Psychology	Advanced issues in the field of health psychology. Topics include psychology epidemiology, health behaviour and its determinants, stress and its management, the modification of health-related behaviour, disease prevention and health promotion.	The high incidence of depression, anxiety, substance use, suicidality, and self-harm among transgender individuals could be used as an example of social determinants of mental health. Trans-specific examples of health promoting interventions (e.g., HIV education/prevention group) could also be used.
PSYC 620 Health Psychology	An advanced seminar in health psychology, dealing with such areas as psychosocial epidemiology, stress and its management, social factors and health, behavioural risk factors for chronic disease and disability, and intervention programs based on behavioural change.	
PSYC 480 Critical Analysis in Psychology and the Health Sciences	This course addresses the logic of drawing conclusions in psychology and the health sciences. Through an analysis of the requirements for conducting reviews of the literature on a particular topic, the process of summarizing findings, the conduct of clinical trials and their analysis, students will be exposed to common pitfalls in and prerequisites for the establishment of knowledge.	Debates relating to early research of transgender individuals and communities (e.g., limited clinical trials, researcher bias, flawed sample) could be used to illustrate course concepts.
PSYC 740 Ethical and Legal Issues in Psychology	An advanced seminar focused on scientific and professional, ethical and legal issues.	A transgender case study could be used to highlight general issues (e.g., professional/ethical issues, personal values/biases) or trans-specific ethical considerations.

University of Victoria (BA, MA, MEd, and PhD programs)		
Course # and Name	Course description	Comments
Lifespan/Development (courses in Department of Psychology)		
PSYC 335 Infant and Child Development	Psychological processes from conception through about 12 years of age; prenatal development, physical growth, perceptual and cognitive processes, language acquisition, personality development, and social processes.	This course provides an opportunity to discuss transgender identity development as a healthy (atypical) developmental process of gender identity formation. The impact of social stigma and gender dysphoria on other developmental processes in gender-variant children could also be discussed.
PSYC 562 Infancy and Childhood	Seminar review of theory and research examining psychological development from infancy through childhood. Special topics include personality/temperament, attachment, parent-child relations, and socialization process. Emphasis is placed on the role of the context in individual development.	
PSYC 336 Adolescent Development	Psychological processes during adolescence: physical development, cognitive processes, emotional development, social processes, and psychopathology.	The transgender emergence model could be used as an example of adolescent struggle to name and express identity. The challenges faced by transgender adolescents could be used as an example of the impact of societal marginalization on psychological development.
PSYC 339 Adult Development and Aging	Overview of research examining psychological processes during adulthood and aging. Topics will include biological processes, perceptual and cognitive processes, personality and social processes, sources of stress, psychopathology, and death.	Opportunity to introduce transgender emergence model as framework for understanding identity development in adults. Concerns of transgender elders could be used as an example of how personality/social processes and mental health are impacted by identity (and identity) transitions, social stigma, marginalization, invisibility, etc.
PSYC 563 Adult Development and Aging	Seminar review of theory and research examining psychological processes during adulthood and aging. Specific topics include memory, intelligence, problem solving, personality, social processes, and mental health. Attention is also given to the biological and sociocultural contexts of these developments.	

University of Victoria (BA, MA, MEd, and PhD programs)		
Course # and Name	Course description	Comments
PSYC 566 Personality and Adjustment in Adulthood and Aging	Seminar review of theory and research examining personality change, stress, coping, and adjustment across the adult life-span. Specific topics include the cases for and against personality change, personality as a mediator of other behavior, stress, coping, life events, and mental health in adulthood.	Opportunity to introduce transgender emergence model as framework for understanding identity changes in adults. Gender transition could be used as an example of change, stress, coping, and adjustment in life transition.
PSYC 567 Dysfunctional Development in Adulthood and Aging	Seminar review of theory and research examining dysfunctional and pathological processes in later life. Specific topics include dementia, depression, personality disorders, alcoholism and other addictions, and suicide. Attention will be given to issues of etiology, diagnosis, treatment, and impact on caregivers.	Case study of an older adult struggling with transgender issues late in life could be used to illustrate how depression, anxiety, and coping behaviours (e.g., substance use) can stem from unresolved identity concerns. Good opportunity to raise awareness that gender concerns can surface at any age.
PSYC 568 Adolescence	Seminar review of theory and research examining psychological processes during adolescence. Specific topics include pubertal maturation, parent-adolescent relations, gender roles, sexuality, and problem behavior. Attention will be given to the role of the context (e.g., family, school) in adolescent development.	Discussion of gender roles and offer an opportunity to discuss concerns of gender-variant adolescents; the sexuality section could include discussion of erotic crossdressing and the impact of gender dysphoria on sexual development.
Clinical (courses in Department of Psychology)		
PSYC 338 Behavioural Modification in Children and Adults	An in-depth consideration of behavioural procedures for assessing and changing problem behaviours, and the use of single-subject designs to evaluate their effects. Examples from both child (primarily) and adult behaviours will be examined. The objective of the course is to provide students with a rudimentary ability to apply behavioural techniques in their own lives, as well as to appreciate some of the potential problems involved.	The debate about the use of behaviour modification techniques to try to get gender-variant children to conform with dominant gender norms could be used as an example of the ethical dilemmas in "treatment" of societally non-sanctioned behaviours, and the political/social ramifications of assimilative therapies applied to marginalized groups.
PSYC 583 Professional and Ethical Issues in Clinical Psychology	Discussion of ethical standards for providers of psychological services and of registration requirements as required by BCPA, CPA, and APA. Presentations by practising psychologists related to professional and interprofessional problems encountered in practice.	Issues in trans-specific assessment and treatment (e.g., psychologist as gatekeeper to medical treatment, adolescent seeking to transition without parental consent) could be used as examples of ethical dilemmas.
PSYC 585 Clinical Assessment: Psychosocial Functioning	Introduction to theory and practice in the psychological assessment of social, emotional and personality functioning.	Transgender care could be discussed as an example of the need to modify general protocols for psychosocial assessment of specific populations (with examples of trans-inclusion issues and trans-specific assessment tools provided). Assessment of readiness for hormonal/surgical treatment as part of gender transition could be used as an example of assessment of psychosocial readiness for medical treatment.
PSYC 586A Advanced Clinical Assessment	Advanced theory and professional issues in the psychological assessment of social, emotional and personality functioning.	
PSYC 588 Child Psychotherapy	Introduction to different theoretical approaches to child psychotherapy and a discussion of techniques; supervised experience will be offered in subsequent sections.	Psychotherapeutic approaches to work with gender-variant youth could be discussed as an example (or a case study provided).
PSYC 589 Adult Psychotherapy	Overview of theory, research, and practice in adult psychotherapy. Introduction to the major schools of psychotherapy and to the common factors present across forms of psychotherapy. Beginning therapy skills will be developed through role plays and experiential exercises. Supervised experience is offered in 590.	Role playing could include an example with a transgender client or loved one. This would help build empathy for the individual playing the transgender/SOFFA client and also provide the opportunity to discuss transphobic transference.
PSYC 593 Family Interventions	Introduction to various theoretical approaches to family intervention and a discussion of techniques. Includes supervised experience.	A case study relating to gender transition could be used as an example of family transitions. Alternatively, a couple/family that includes a transgender person could be depicted seeking assistance unrelated to transgender issues (to convey that transgender people have the same relationship/family concerns as non-transgender people).

University of Victoria (BA, MA, MEd, and PhD programs)		
Course # and Name	Course description	Comments
Social/Cultural/Personality (courses in Department of Psychology)		
PSYC 330 Personality	An introduction to personality theory and its applications. A survey of several major strategies followed in conceptualizing personality, e.g., psychoanalytic, dispositional plus emphasis on measurement of personality, current research, and approaches to personality change.	Gender transition could be used as an example of the relationship between identity and personality change.
PSYC 331 Social Psychology	A survey of theories and findings: social perception, socialization, social motivation, attitude development and change, interpersonal interaction, and group processes.	Transphobia could be used as an example of the interplay between interpersonal, group, and societal attitudes and norms.
PSYC 431 Advanced Topics in Social Psychology	Intensive examination of selected social aspects of human behaviour (e.g., attitudes, social cognition, face-to-face interaction).	Attitudes toward gender variance could be used as an example of the relationship between social attitudes and systemic marginalization, or the interplay between moral, religious, social, and political beliefs. Material on face-to-face interaction could include discussion of the social importance of gender cues and other gendered norms of expression.
Psychopathology/Abnormal Psychology (courses in Department of Psychology)		
PSYC 360 Psychological Disorders of Adulthood	Examines theory and research related to an understanding of psychological disorders of adulthood. Topics include mood and anxiety related disorders, personality disorders, substance abuse and dependence, schizophrenia and other psychotic disorders, and cognitively based disorders. Topics will be discussed in terms of biological, learning, developmental, humanistic, and cross-cultural perspectives.	DSM-IV defined sexual and gender identity disorders could be included as examples of contentious categories of psychological disorders.
PSYC 366 Psychological Disorders of Childhood and Adolescence	A detailed study of theoretical and research approaches to the understanding of developmentally-related disorders of childhood and adolescence. Emphasis will be on etiology, description and treatment of these disorders which are in specific developmental "stages," although other disorders which frequently occur during childhood/adolescence will also be considered.	This course provides an opportunity to discuss transgender identity development as a healthy (although atypical) developmental process of childhood/adolescence, along with the potential impact of social stigma and gender dysphoria in identity formation.
PSYC 581 Psychopathology: Childhood and Adolescence	Discussion of conceptual models used to understand psychopathology; presentation of various mental disorders from multiple theoretical perspectives; discussion of diagnostic issues emphasizing the impact of gender and culture in the expression of "abnormal" behaviour. Emphasis on disorders that emerge during childhood and adolescence. Topics are considered from a scientist-practitioner perspective. Includes discussion of relevant professional issues in clinical psychology.	The focus on gender and culture would facilitate critical examination of GID and Transvestic Fetishism as pathologies; transgender issues could be used as an example of debate about concepts of normality, variance, and abnormality. Gender dysphoria should be discussed as a possible concern that may emerge in childhood, adolescence, or adulthood, along with outcome research and treatment issues.
PSYC 582 Psychopathology: Adulthood	Draws on models for understanding psychopathology developed in PSYC 581. Discussion of conceptual models used to understand psychopathology; presentation of various mental disorders from multiple theoretical perspectives; discussion of diagnostic issues emphasizing the impact of gender and culture in the expression of "abnormal" behaviour. Emphasis is on disorders that emerge during adulthood. Topics are considered from a scientist-practitioner perspective. Includes discussion of relevant professional issues in clinical psychology.	

University of Victoria (BA, MA, MEd, and PhD programs)		
Course # and Name	Course description	Comments
Counselling Psychology (courses in Department of Educational Psychology & Leadership Studies)		
ED-D 518 Seminar in Counselling Psychology	Origin, development and data bases for counselling. Core elements in counselling. The life cycle, developmental needs and counselling. Contemporary counselling approaches.	Transgender identity development could be mentioned as a normative developmental process that can be affected by cultural norms, gender dysphoria, and internalized transphobia. This could be used as an example of issues in counselling marginalized populations.
ED-D 519A Seminar in Child and Adolescent Counselling	A study of issues and counselling interventions with children and adolescents. Topics include developmental context; identity; assessment; counsellor roles; consultation with teachers, other professionals and parents or guardians; family issues; career/educational planning; and individual and group interventions.	Transgender identity development could be mentioned as a normative process that can be affected by cultural norms, gender dysphoria, and internalized transphobia. Debates about counselling protocols that try to make gender-variant children conform with dominant gender norms could be used as examples of the ethical dilemmas in diagnosis and treatment of societally stigmatized behaviours, and the ethical/social ramifications of assimilative counselling therapies.
ED-D 519C Seminar in Professional Issues	An examination of professional, ethical, and legal issues related to practice and research in counselling. Personal beliefs, values, and biases will be examined, as well as the professional codes and literature of the discipline.	A transgender case study could be used to highlight general issues (e.g., professional/ethical issues, personal values/biases) or trans-specific ethical considerations.
ED-D 519G Relationship Counselling	The study and practice of counselling methods designed to repair, build, and enhance relationships. Potential clients include couples, family members, teachers-pupils, and co-workers. Organized around, but not limited to, the Bernard Guerney model of relationship enhancement.	A case study relating to gender transition could be used as an example of family transitions. Alternatively, a couple/family that includes a transgender person could be depicted seeking assistance unrelated to transgender issues (to convey that transgender people have the same relationship/family concerns as non-transgender people).
ED-D 521 Theory and Practice in Family Counselling	This course explores theoretical approaches and intervention strategies related to family counselling. Through discussion, experiential activities, and role playing, students will become familiar with current concepts and techniques.	
ED-D 519H Career Development and Counselling Across the Life Span	Lifespan and career development as a dynamic, holistic, life-long enterprise. Theories and techniques are explored from a developmental perspective. Career development assessment, selecting, implementing and evaluating interventions for focus populations, the practice of career counselling, and issues in work settings are major areas of focus.	A case study relating to a client undergoing gender transition could be used as an example of the impact of personal transition on employment, and the potential role of the counsellors as educator/advocate.
ED-D 519J Peer Helping	Examines the use of peers in the helping/learning process. Topics include history, theory and research. Provision will be made for skill building and training experience.	The Transgender Health Program could be used as an example of peer-professional collaboration in counselling service delivery.
ED-D 519N Diversity, Culture and Counselling	Designed for students who desire to work with a diverse and multicultural clientele in a counselling or other capacity that requires cultural competencies. Specific emphasis will be on developing awareness, knowledge and strategies for effective intercultural communication with visible minorities, refugees, foreign students, immigrants, different sexual orientations, and those with bicultural and bilingual backgrounds.	This course is an opportunity to introduce cultural competency in counselling of transgender individuals – distinguishing between transgender and other communities, outlining levels of mental health care (and related competencies), introducing common terms/concepts, providing information about local resources, etc.
ED-D 590 Special Problems ED-D 690 Special Problems	May be taken more than once for credit in different topics. The student must obtain consent of the chair of his or her supervisory committee and the instructor offering the area of individual study prior to registering in this course. Pro forma is required for registration.	Students with an interest in counselling of transgender people (or couples/families struggling with transgender issues) could be supported to undertake a trans-specific special project.

Clinical social work courses

The following course lists are based on reviews of existing curricula by social work practicum student Sam Bradd (through the Simon Fraser Public Interest Research Group Action Research Exchange program) and Trans Care Project staff Olivia Ashbee, A. J. Simpson, and Donna Lindenberg. Calendar course descriptions at all institutions offering training in social work were reviewed to determine courses where incorporation of basic transgender content might be appropriate. This information is included to support ongoing advocacy with post-secondary institutions regarding the inclusion of Tier 1 training at an undergraduate/graduate level.

While “social work” is a broad discipline involving people who do not have a degree in social work (e.g., community service workers, community support workers, family service workers, human services workers, and social service workers), as discussed in Appendix B the designation “social worker” is restricted by the *Social Workers Act* to individuals with a minimum of a BSW in social work (and as of 2007 the designation *clinical social worker* will be restricted to those with a MSW or PhD in social work). As not all courses in community service/human services programs (at Camosun College, Douglas College, MUC, NWCC, and Selkirk College) are transferable to a social work program, only social work courses are reviewed here. Similarly, courses that are part of the Family Studies masters specialization at UBC are not included in this review. Further work is needed to explore incorporation of Tier 1 training in these areas.

General suggestions for integrating transgender content in social work courses

No transgender content was found in a review of descriptions of undergraduate and graduate social work courses available in BC. However, courses relating to gender, sexuality, diversity, or anti-oppressive practice may well include transgender content that is not noted in the brief course descriptions used for the review.

At minimum, trans-specific content should be included in any social work courses exploring gender identity development, gender relations, gender norms/roles, sex/gender differences, social/cultural attitudes to gender, or theories relating to anti-oppressive practice. Transgender cases and examples can also be incorporated into other courses (e.g., gender transition as an example of a life transition that impacts the family and social networks). Students with an interest in transgender issues should be supported to complete practica with organizations that serve the transgender community.

Nicola Valley Institute of Technology/Thompson Rivers University (partners in BSW program)		
Course # and Name	Course description	Comments
SOCW 306 Theory and Ideology of Social Work (NVIT/TRU)	This course examines social work theory and ideology. Ecological/systemic, strengths, feminist and radical perspectives are examined as a base on which social work practice may be developed. Social, political and economic beliefs and values will be critically analyzed.	Courses that include feminist and/or anti-racist perspectives provide an opportunity to introduce trans-inclusive and culturally diverse perspectives on sex, gender, gender roles, and gender variance.
SOCW 307 Models of Social Work Practice (NVIT/TRU)	This course reviews and examines social work practice models such as humanist/existential, ecological, task-centered, behavioural, feminist, cognitive, and racial/structural. The seminar focuses on the integration of communication skills, practice experience and theoretical knowledge	
SOCW 353 Communication Skills (NVIT/TRU)	This course focuses on the development of interviewing skills and on the application of these skills in the social work process. The students will learn basic concepts, skills and methods in the conscious, disciplined use of self within a purposeful intervention framework. Interviewing exercises and role-playing will utilize videotape and feedback to increase self-awareness and skill development.	Trans-specific examples could be given to facilitate discussion of the need for sensitive, respectful, and inclusive language in client interviewing.
SOCW 359 Advanced Interviewing and Intervention Skills (NVIT/TRU)	This course will build on established basic communication skills and focus on social work interviewing and intervention with diverse social and cultural groups. Students will progress from practicing basic communication skills to applying advanced skills in a culturally sensitive manner in problem-solving situations. Several theories of intervention will be introduced, practiced and critiqued by students. Students will be encouraged to develop their own integrated approach and to interpret how their identity influences their social work practice.	
SOCW 354 An Introduction to First Nations Issues (NVIT/TRU)	This course will critically examine the historical process of colonization in Canada, the resulting barriers embedded in policy and practice, and alternative ways of viewing the social-psychological position of First Nations people in Canadian society. Contemporary issues and the movement toward self-determination will be discussed in relation to social work theory and practice.	This course could include discussion of the cultural and social impacts of colonialism on First Nations transgender/Two-Spirit people.
SOCW 355 Human Development (TRU)	This course gives an introductory knowledge base of normative human development across the life span. The student is provided with feminist critiques of the major developmental theories and an understanding of the implications for social workers.	Feminist critiques allow an opportunity to discuss transgender identity as an atypical but healthy variant developmental process.
SOCW 358 Legal Skills for Social Workers (NVIT/TRU)	This course introduces theory and practice approaches to alternative dispute resolution and advocacy. A moot court experience develops skills in evidence giving, investigation and report writing. Students will participate in role-play and practice simulations.	Trans-specific legal advocacy issues could be outlined (as an example of the advocacy needs of a specific community), and a transgender example used in a role play.
SOCW 376 Child Welfare Practice (NVIT/TRU)	This course will focus on the knowledge, methods and skills of social work practice in the field of child welfare. The course will provide an overview of the current child welfare system, services, and practices. Students will explore and analyze the impact of the services and practices on the child and family. The course will focus on the connection between child welfare policy and practice with diverse populations, and on understanding the importance of personal and professional values and ethics within a climate of constant change.	The experiences of transgender parents and gender-variant youth engaged with the child welfare system could be included in discussions of diversity and gender/"race"/class analysis.
SOCW 476 Family and Child Welfare Policy (NVIT/TRU)	This course provides a critical examination of family and child welfare policy and practice issues. The conceptual framework will include an examination of ideological influences, as well as the importance of a gender, race and class analysis regarding family and child welfare issues and practice in Canada.	

Nicola Valley Institute of Technology/Thompson Rivers University (partners in BSW program)		
Course # and Name	Course description	Comments
SOCW 440 Social Work and Mental Health (TRU)	This course provides an introduction to the practice of social work in the field of mental health. Students will critically examine historical and contemporary theoretical perspectives on mental illness, Canadian mental health law and policy, cultural and diversity aspects, classification and treatment, ethical issues and an exploration of selected mental health issues. This course is intended to provide introductory foundational knowledge in the field of mental health, rather than advanced knowledge and skills required for mental health practice.	Debates about the DSM criteria for GID and Transvestic Fetishism could be used to promote critical thinking about the classification of variant identity as illness, and non-conforming behaviour as abnormal/deviant. The cultural and diversity aspects of the course provide an opportunity to discuss a trans-positive approach to mental health practice with transgender individuals.
SOCW 455 Community Development (NVIT/TRU)	This course provides the student with an introduction to the philosophy, history, models and methods of community practice in small urban and rural communities. The course explores the processes of naming needs and developing resources to meet needs in contexts such as social services, social networks, and social movements.	Transgender individuals could be used as an example of a minority community that may, by virtue of its small numbers in rural/small urban settings, need assistance to break social isolation and promote community development.
SOCW 420 (TRU)	This course provides an introduction to social work practice with individuals, families, and communities in response to the problem of family violence. Students will have an opportunity to explore family violence and social work practice from a variety of perspectives including cross cultural, international, Aboriginal, and feminist.	Trans-inclusive adaptations of the power and control wheel ^a could be used to demonstrate how commonly used feminist tools in the family violence/abuse field can be adapted to be more inclusive and relevant to diverse populations. Trans-specific forms of abuse could be discussed to deepen understanding of the way power dynamics operate in abusive relationships.
SOCW 460 Family Violence and Abuse (NVIT)	This course provides a conceptual framework for understanding emotional, physical, mental and sexual abuse. Each area will be examined in depth and students will have opportunity to apply the model to practice. In this process, students will become familiar with indicators, dynamics, assessment process, therapeutic and treatment issues and intervention skills required in relation to abuse.	
SOCW 460-01 Older People, Aging, and Society (TRU)	This course provides an introduction to working with and on behalf of older people from an anti-oppression and inter-disciplinary perspective. We will examine age in relation to other identity factors, such as 'race', ethnicity, class, gender, (dis)ability, faith, sexual orientation, and marital status. The course is designed to expose students to issues affecting older adults both locally and globally; to critically examine beliefs and attitudes related to aging and older people – our own and those of others; and to develop a framework for anti-oppression practice with older people. We will discuss policy, practice, and research issues within the field of aging with a focus on structural inequalities in later life and the voices of older people.	Needs of transgender older adults and issues in terms of residential advocacy could be included as an example of (a) the interplay between age and other aspects of identity, and (b) social and advocacy needs of multiply marginalized and isolated populations. A good opportunity to raise awareness that transgender issues can manifest at any age.

^a Goldberg, J. M. (2005). *Making the transition: Providing services to trans survivors of violence and abuse*. Vancouver, BC: Justice Institute of BC/Trans Alliance Society.

Nicola Valley Institute of Technology/Thompson Rivers University (partners in BSW program)		
Course # and Name	Course description	Comments
SOCW 460-02 Sexual Diversity and Social Work Practice (TRU)	Through lecture and discussion, films, small group work, and case studies students will gain an understanding of the systemic issues that sexually diverse people encounter on a daily basis. Students will explore practical strategies to work with, support and advocate for gay, lesbian, bisexual, transgender, transsexual, two-spirit, intersex and pansexual people. Sexuality and disability will also be addressed.	A sexuality framework is not recommended as the way to introduce transgenderism (or intersexuality). Having reviewed a more detailed course outline, it appears that the instructor is primarily teaching about LGB issues and is not aware of resources specifically for social workers that facilitate discussion of transgender issues in a professional practice context. As a potential ally the instructor could be approached to discuss ways to clarify the intersection between gender, sex, and sexuality (as well as "race", class, etc.), and broaden students' understanding of the range of transgender issues in social work practice.
SOCW 461 Social Work with Groups (NVIT/TRU)	Groups may be the most widely used modality in social work practice. They provide a vehicle for treatment, task accomplishment, self-help, mutual aid, community intervention, peer supervision and professional association. The principal objective of this course is to introduce students to group work for the generalist social worker. Group work will be examined from a variety of theoretical and practice orientations	A trans-specific example could be used to illustrate diverse approaches to group counselling (e.g., clinical support of peer-led group, social worker-led therapy group, psychoeducational group, prevention in a group setting). Gender roles, power, and diversity in group dynamics would offer an opportunity for discussion of transgender issues. The emotions and adjustment for a group where a member discloses transgender identity or is undergoing transition could be used as an example of small group conflict/challenge.
SOCW 477 Family Practice (NVIT/TRU)	The primary objective of this course is to introduce students to interdisciplinary theoretical perspectives and practice approaches that are relevant for working with the contemporary family in all its forms. A family systems framework and a feminist perspective will provide the theoretical base from which students will begin to develop their own family practice skills through use of video, class exercises and lab experiences.	A case study relating to disclosure of crossdressing, transgender identity, or gender transition could be used as an example of family adjustment processes. Alternatively, a couple/family that includes a transgender person could be depicted seeking assistance unrelated to transgender issues (to convey that transgender people have the same relationship/family concerns as non-transgender people).

University College of the Fraser Valley (BSW program)		
Course # and Name	Course description	Comments
SOWK 110 Introduction to Social Work and Human Services	This course will provide students with a critical analysis of social service and social work practice and client needs at local, provincial and federal levels, it will emphasise the role of the professional and para-professional in the service delivery system and the basic structure and function of social service agencies. An introduction to ethical issues will be included. Students will be expected to study in depth at least one social problem area and its concomitant social services.	The societal marginalization of transgender individuals could be included as one "social problem area".
SOWK 225 Human Behaviour & Social Environment	This course emphasizes a critique of theories and knowledge of human bio-psycho-social development, including theories and knowledge about the range of social systems in which individuals live and diversity of human behaviour throughout the life cycle. Students will develop an understanding of the interactions between and among biophysical, social, psychological, and cultural systems as they affect human development. The impact of various social and economic forces, including forms and mechanisms of oppression and discrimination, are examined as they affect human development and act to promote or deter optimal health and well-being.	The emphasis on biopsychosocial development, diversity, and oppression/discrimination facilitates the introduction of discussion of gender identity development, diversity of gender expression, and the impact of transphobia on health and psychosocial development.
SOWK 300 Social Work Practice with Individuals	This course provides an introduction to the knowledge and competencies underlying generalist social work practice. Students will develop assessment and intervention skills as they relate to working in a human service organization. Advocacy on behalf of clients and skills in brokering of services will also be developed.	Trans-specific examples could be given to facilitate discussion of the need for sensitive, respectful, and inclusive language in assessment. Trans-specific examples of advocacy and brokering could also be included.
SOWK 301 Social Work Practice with Groups	This course is designed to give students an understanding of group dynamics, experience in group facilitation and an understanding of the group process in relationship to social work process. Sociocultural forces, legal and ethical issues, and values unique to working with groups will be explored. This course will introduce skills and techniques as they pertain to types of groups and group phases.	A trans-specific example could be used to illustrate diverse approaches to group counselling (e.g., clinical support of peer-led group, social worker-led therapy group, psychoeducational group, prevention in a group setting). Gender roles, power, and diversity in group dynamics would offer an opportunity for discussion of transgender issues. The emotions and adjustment for a group where a member discloses transgender identity or is undergoing transition could be used as an example of small group conflict/challenge.
SOWK 311 Social Work Theory & Ethics	A critical examination of social work theories will include an understanding of ideologies and their relevance to social work practice, including the social construction of theory. Generalist social work practice from several theoretical perspectives will be discussed. This course offers a critical examination of issues including ethical behaviour, accountability, boundary setting, and the intersection of personal and professional values. Students will be expected to articulate and integrate professional values in their emerging social work practice.	A trans-specific example (e.g., ethical dilemma in social worker as power broker or gatekeeper to needed services) could be used to illustrate course concepts.

University College of the Fraser Valley (BSW program)		
Course # and Name	Course description	Comments
SOWK 312 Legal Knowledge for Social Work Practice	This course uses a critical perspective to introduce students to law and related social policies relevant to social work and child and youth care practice. Students will examine law as an expression of social policy in areas such as human rights, child welfare, family law, domestic violence, youth justice, mental health, social assistance, adult guardianship, and privacy. The course addresses procedural fairness and statutory frameworks, with an emphasis on the role of law, the structure of the courts, professional codes of ethics, and legal accountability and liability, particularly as these affect vulnerable and marginalized populations.	Trans-specific examples could be given in each of the course focus areas (e.g., human rights cases relating to transgender access to services, family law cases relating to fitness to parent, applicability of VAWIR to violence in transgender relationships, evaluation of competency to make medical decisions as a requirement for hormones/surgery, rulings relating to gender dysphoria as a type of disability in welfare law).
SOWK 320 Anti-Racist and Cross Cultural Social Work Knowledge and Practice	This course is intended to introduce students to the knowledge, theories and skills necessary for social work practice in diverse cultural settings. Within a framework that incorporates an anti-oppressive perspective and a critical analysis of social justice and inclusion, this course engages students in self-reflection and an exploration of their own experiences, knowledge, beliefs and attitudes about race, culture and ethnicity. This course involves students in an examination of various theories and practice frameworks required for anti-racist social work practice. Historical and current events, policies and social work practices affecting ethno-cultural groups and marginalized peoples will be analyzed and critiqued.	Cross-cultural approaches to gender, gender roles, and gender variance could be used as an example of the intersection of "race"/culture/ethnicity and other aspects of identity. Critical examination of assessment and treatment of transgender people of colour and Two-Spirit people could be used as an example to illustrate the ways ethnocentrism and racism manifest in medical norms of health, wellness, normality, and "deviance".
SOWK 380 Community Development	This course will focus on the role of the social worker engaged in making change at the community level. Beginning with an understanding of community and social change, students will develop theoretical and practice perspectives on engaging the community in the process of collective action. Fundamental to this process is pursuing the democratic redistribution of power and resources. In constructing an anti-oppressive approach to community development, students will be encouraged to examine the impact of race, class, gender and sexual orientation.	The anti-oppressive framework facilitates exploration of transgender community development, and issues in distribution of (and access to) power and resources. Transgender community could be used as an example of a minority community that may, by virtue of its small numbers, need assistance to break social isolation and promote community development.
SOWK 392 First Nations Social Work	The purpose of this course is to examine theories and methods of social work practice used by and for Aboriginal people within contemporary society. Historical issues, including colonialism, will be reviewed and the effects of these issues on Aboriginal peoples today will be examined. Other topics include: current methods of intervention; roles and operations of social services in Aboriginal communities; conventional and alternative approaches to social work; and the impact of the media on social work policy and practice with Aboriginal peoples. Self-exploration and self-disclosure will facilitate students' integration of culturally-sensitive theory and practice into their practice frameworks. The role of helper within the community context will be developed with an emphasis on the principle of "healing" (individuals, families and communities).	This course could include discussion of the cultural and social impacts of colonialism on First Nations transgender/Two-Spirit people.
SOWK 410 Social Welfare Policy and Practice	This course examines the dynamics of social welfare policy and social work practice with diverse populations. Students analyze social issues, policies and policy development processes in the postmodern capitalist state and study how these are affected by political and bureaucratic decisions, the media, citizens, communities and a variety of interest groups. The role of the social worker in developing policy that promotes social justice is also examined.	Trans-specific examples could be used to illustrate course concepts.

University College of the Fraser Valley (BSW program)		
Course # and Name	Course description	Comments
SOWK 450 Social Work in Health Care	This course will focus on social work issues in Canadian health care settings. Topics to be explored include: HIV/AIDS, provincial and federal health care systems; professional ethics; palliative care, death and dying; discharge planning; mental health issues; cross cultural issues in health care; and working with marginalized populations in meeting their health care needs. Students will be encouraged to develop a critical analysis of the health care system, health policy, and health services.	Trans-specific examples could be used to illustrate course concepts. Debates about the DSM criteria for GID and Transvestic Fetishism could be used to promote critical thinking about the classification of variant identity as illness, and non-conforming behaviour as abnormal/deviant. A trans-positive approach to transgender health could be introduced.
SOWK 483 Family Centred Social Work	This course will provide an overview of clinical social work practice theory, including its historical roots and some recent developments. It will help students gain an understanding of how their own personality, value system and past family experiences affect her/his work with families. It will incorporate basic conceptual and clinical skills relating to the theory and practice of family work while critically reviewing issues from a structural/feminist and anti-oppressive framework.	A case study relating to disclosure of crossdressing, transgender identity, or gender transition could be used; alternatively, a family that includes a transgender person could be depicted seeking assistance unrelated to transgender issues (to convey that transgender issues are not necessarily the reason for seeking service).
SOWK 490 Gerontological Social Work	This course is an introduction to gerontology (the study of aging) and to working with an aging population. We will explore a wide range of issues relevant to population aging from a variety of theoretical and practical perspectives. In addition to looking at the role of the elderly in our society, the course will provide a framework for examining the organization and delivery of services to the elderly in both institutional and non institutional settings.	Trans-specific issues in residential services could be discussed as an example of brokerage/advocacy that may be needed within an institution.
SOWK 491 Child Welfare	This course will look at the major historical, ideological, legal, and professional themes that inform child welfare policy. Issues including current legislation, history of child welfare, foster care, adoption, the social construction of mothering and child abuse will be examined. Contemporary policies and programs for populations disproportionately engaged with child welfare services including First Nations children, immigrant and refugee children and children of single parents will be examined. Students will be expected to engage in a process of integrating factors of gender, class, race, culture and sexual orientation into their critical analysis of the ideological nature of Child Welfare.	The experiences of transgender parents and gender-variant youth engaged with the child welfare system could be included in discussions of diversity and gender/"race"/class analysis.
SOWK 493 Feminist Social Work	This course will examine social issues from a feminist perspective, incorporating an analysis of the ideology and conceptual practices and underpinning social welfare policy in Canada. Beginning with the historical development of feminist social work and feminist theories as they relate to social work practice, the class will explore gender role stereotypes, social welfare policies, ethics research as empowerment, and specific issues experienced by women in areas such as disability, sexual orientation, and violence.	An exploration of sex and gender diversity and the intersections between sex, gender, ethnicity, culture, disability, and class would offer the opportunity to deconstruct essentialist ideas about femaleness and "woman" as a universal category. The experiences of intersex women; masculine, butch, and passing women; drag kings; transsexual women; and androgynous, bi-gender, multi-gender, and pan-gender individuals could be explored as a way of understanding the diversity of identity and experience within "woman". Writing by transfeminist theorists such as Emi Koyama could be used to explore challenges to 2 nd wave feminist theory.

University College of the Fraser Valley (BSW program)		
Course # and Name	Course description	Comments
SOWK 497 Social Work and Mental Health	This course is an introduction to the field of mental health and the role of social work within the field. Issues to be explored include: the social construction of mental illness, stigmatization of the individual and a critique of the medical model. Influence of factors such as gender, age, race and culture on the definition and treatment of persons with a mental illness will also be explored. The roles and contributions of various mental health professional practitioners will be discussed. Current policy and practice issues in mental health in Canada and their implications for practice will be examined.	Debates about the DSM criteria for GID and Transvestic Fetishism could be used to promote critical thinking about the classification of variant identity as illness, and non-conforming behaviour as abnormal/ deviant. Critical examination of assessment and treatment of transgender people of colour and Two-Spirit people could be used as an example to illustrate the ways ethnocentrism and racism manifest in medical norms of health, wellness, normality, and “deviance”. A trans-positive approach to mental health practice with transgender individuals could be introduced.

University of BC (BSW, MSW, and PhD programs)		
Course # and Name	Course description	Comments
SOWK 305 Social Work Practice I	An examination of the foundation, knowledge and competencies underlying generalist social work practice. Practice methods are presented within the framework of developing and understanding the impact of diversity and oppression (issues related to culture, race, class, gender, sexual orientation and disability) when practicing with communities, groups and individuals and families.	The diversity and anti-oppression aspects of the course facilitate discussion of gender diversity and transphobia in social work practice.
SOWK 310 Interviewing Skills	Communication theory and interviewing skills and their application to the Social Work interview.	Trans-specific examples could be given to illustrate the need for respectful and inclusive language in client interviewing.
SOWK 337 Cross-Cultural Social Work	Issues and problems inherent in practising social work in diverse cultural settings.	Cultural approaches to gender-variance could be used as an example of the need to explore the cultural meaning of aspects of identity/behaviour and the risks of ethnocentric assumptions about "problems" and "solutions".
SOWK 400 Canadian Social Policy	Analysis of race, gender, class and culture as factors in the distribution and delivery of Canadian social benefits and social services.	The necessity and challenges of gender-specific social service delivery could be discussed as an example of equity and access issues in social services.
SOWK 405 Social Work Practice II	This course examines the principles of optimal social work process with individuals, small groups, families and larger collectivities.	Trans-specific examples could be used to illustrate course concepts.
SOWK 416 Advanced Integrative Seminar in Social Work Theory, Policy, and Practice	Development of professional judgement, evaluation, and self-evaluation in practice.	
SOWK 425 First Nations Social Issues	Contemporary social issues facing First Nations peoples and communities examined in the context of the history of Euro-Canadian/First Nations relations; the impact of Euro-Canadian institutions upon First Nations peoples; implications for social policy and social work practice.	This course could include discussion of the cultural and social impacts of colonialism on First Nations transgender/Two-Spirit people.
SOWK 441 Social Context of Child Development	The ways in which the familial, physical, and social environment effects the life structures, opportunities and outcomes of epigenetic developmental processes.	This course is an opportunity to establish that transgender identity/expression is not intrinsically pathological, but that transphobia has a profound impact on the health, well-being, and psychosocial development of gender-variant children.
SOWK 442 Policy and Practice in Child Welfare	Covers the statutory bases and practices associated with the continuum of child welfare services from prevention through permanency planning.	The experiences of transgender parents and gender-variant youth engaged with the child welfare system could be included in discussions of diversity issues in child welfare.
No calendar descriptions were provided for the following UBC graduate-level courses; based on the course name, transgender content may be appropriate:		
<ul style="list-style-type: none"> SOWK 501: Theoretical Foundations of Social Work SOWK 503: Theoretical Foundations of Social Work in the Health Field SOWK 504: Feminism and Social Work Praxis SOWK 527: Family Mediation and Conflict Resolution SOWK 528: Cross-Cultural Social Work Practice SOWK 530: Social Services Management SOWK 541: Social Work Practice with the Family SOWK 542: Social Work Practice with Individuals and Couples SOWK 543: Social Work Practice with Children SOWK 544: Social Work Practice with Groups SOWK 545: Social Work Practice in the Community SOWK 546: Methods for Popular Sector Organizing SOWK 547: Social Work Practice in the Field of Aging SOWK 556: Seminar in Social Welfare Theory SOWK 557: Seminar in Social Work Practice Theory SOWK 571: International Social Development SOWK 572: Social Policy and Program Planning: Family and Child Welfare SOWK 573: Social Policy and Program Planning in the Health Field 		

University of BC – Okanagan (BSW, MSW, and PhD programs)		
Course # and Name	Course description	Comments
SOCW 200 Introduction to Social Work Practice	General practice of social work with emphasis in interdisciplinary approaches and the roles of consumer and self help groups in the helping process. Reviews the knowledge base and skills of social work practice, and assists students to evaluate their interests and capacities for entering the profession of social work.	Trans-specific examples of consumer and self-help groups could be provided (raising awareness of transgender issues and of local resources).
SOCW 308 Law and Social Policy	Legal and social policy knowledge relevant to general social work practice. Examine laws and policies in areas such as child welfare, domestic violence, education, employment and training, human rights, mental and physical disabilities, and social assistance. Relevant legislation and policies are reviewed.	Trans-specific examples could be given in each of the course focus areas (e.g., human rights cases relating to transgender access to services, family law cases relating to fitness to parent, applicability of VAWIR to violence in transgender relationships, rulings relating to gender dysphoria as a type of disability in employment/human rights/welfare law).
SOCW 310 Social Work Theory and Practice I	Review of the foundational knowledge and skills of generalist social work practice. Theoretical perspectives on social work practice (including critical thinking, empowerment, ethnic-sensitivity, feminist and structural perspectives), along with the planned change process and related professional roles and functions are examined.	Discussion of feminist and “ethnic-sensitivity” perspectives facilitate discussion of broader diversity and equity issues at an interpersonal, mezzo, and macro level.
SOCW 311 Social Work Theory and Practice II	Mezzo and macro theory, research and practice as these theories relate to general social work. Emphasis on the profession’s contemporary and historic obligations to promote social change and social development. Examine various ideological and theoretical perspectives on organization, community and society; and planned change processes and professional roles and functions that are applied at these levels.	
SOCW 340 Social Work Practice with Individuals	Builds on foundational understanding of generalist social work practice by advancing an indepth understanding of the theory and practice with individuals. Integrates a developmental and biopsychosocial understanding of human behaviour with a person-in-situation perspective. Students will develop assessment skills and be able to conceptualize supportive intervention strategies.	Trans-specific examples could be given to facilitate discussion of the need for sensitive, respectful, and inclusive assessment and intervention. The impact of transphobia on psychosocial development could be used as an example of application of the “person-in-situation” framework.
SOCW 335 Human Development	Introduction to concepts and models of how human behaviour is acquired, maintained and modified; and to develop an understanding of normal human development as a knowledge base for practice with individual, families and groups.	Gender variance and transgender identity/expression could be used as an example of debate about concepts of normality, variance, and abnormality in development, with critical reflection on implications for trans-positive social work with individuals, families, and groups.
SOCW 360 Social Work Practice with Groups	Literature of group work practice in social work settings. It provides students with the opportunity to develop group leadership skills applicable to counselling groups, task groups, and professional work teams. Class format will include lecture and simulated practice experience.	A trans-specific example could be used to illustrate diverse approaches to group practice (e.g., clinical support of peer-led group, social worker-led therapy group, psychoeducational group, prevention in a group setting). Gender roles, power, and diversity in group dynamics would offer an opportunity for discussion of transgender issues. The emotions and adjustment for a group where a member discloses transgender identity or is undergoing transition could be used as an example of small group conflict/challenge.

University of BC – Okanagan (BSW, MSW, and PhD programs)		
Course # and Name	Course description	Comments
SOCW 362 Mental Health and Social Work Practice	Mental health issues relevant to social work practice from a biopsychosocial and person-in-environment perspective. Concepts of mental health, normalcy, and mental illness, and develop an understanding of a range of diagnostic categories, including psychotic, affective, anxiety and personality disorders.	Debates about the DSM criteria for GID and Transvestic Fetishism could be used to promote critical thinking about the classification of variant identity as illness, and non-conforming behaviour as abnormal/ deviant. Critical examination of assessment and treatment of transgender people of colour and Two-Spirit people could be used as an example to illustrate the ways ethnocentrism and racism manifest in medical norms of health, wellness, normality, and “deviance”. A trans-positive approach to mental health practice with transgender individuals could be introduced.
SOCW 378 Interdisciplinary Practice with Children and Families	Interdisciplinary professional practice with children and families from perspective of major disciplines such as social work, nursing, education, child and youth care. Organizational issues, legislation mandates, professional roles, confidentiality and ethical issues. Skills related to interdisciplinary communication, conflict resolution, advocacy service, and program planning and evaluation.	Trans-specific examples could be used to illustrate confidentiality and ethical issues (e.g., concerns about impact of parental transphobia on well-being of a gender-variant child, child who discloses cross-gender identity, child who wants to start cross-living but teachers are not supportive).
SOCW 408 Legal Skills for Social Workers	Development of legal skills such as mediation, alternative resolution, advocacy, investigation, assessment, court report writing and evidence giving. Useful for child welfare social work. Work will focus on learning practical advocacy and court testimony skills.	Trans-specific cases could be used to assist in development of practical advocacy skills. Students could be informed of trans-specific advocacy resources (e.g., manual on transgender clinical advocacy available from Transgender Health Program).
SOCW 451 Social Work Practice in Communities	Theory and practice of community organization and development in dealing with social change and advocacy. The nature of a community, its structures and processes, and community issues and strategies of intervention are examined within the framework of a healthy communities approach. Students will learn about the roles and responsibilities of the generalist social worker in working with diverse communities.	Transgender community could be used as an example of potential role of social worker in facilitating community development.
SOCW 454 Human Services and Native People	Critically examine a variety of intervention strategies and their appropriateness for working with Native people. The strategies will include counselling on an individual, family and group basis, self-help groups, and community development.	This course could include discussion of the cultural and social impacts of colonialism on First Nations transgender/Two-Spirit people, and cultural/ethical issues in counselling and advocacy when the social worker is not from the client’s nation.
SOCW 456 Social Work Practice with Diverse Populations	How to deal with the realities of practice with diverse populations. Various dimensions of diversity are explored, including age, class, culture, gender, race, spirituality, political, disability and sexual orientation. Course stresses understanding of meaning, dynamics and impact of diversity, as well as discrimination, exclusion, and oppression.	Gender diversity in social work practice should include discussion of transgender sensitivity/awareness (including awareness of internalized, interpersonal, institutional, and systemic transphobia).
SOCW 469 Family Violence and Social Work Practice	Assessment and intervention in family violence; prevention and known outcomes. Violence against women in relationships, children who witness violence, dating violence and violence amongst same-sex couples. Underlying causes of violence, along with cultural and systemic factors that perpetuate the problem; multi-disciplinary community-based response network; practice models, intervention techniques; related provincial and federal policy standards.	Trans-inclusive adaptations of the power and control wheel could be used to demonstrate how commonly used feminist tools in the family violence/abuse field can be adapted to be more inclusive and relevant to diverse populations. Trans-specific forms of abuse could be discussed to deepen understanding of the way power dynamics operate in abusive relationships.

University of BC – Okanagan (BSW, MSW, and PhD programs)		
Course # and Name	Course description	Comments
SOCW 465 Direct Practice with Older Persons and their Families	Contemporary, 'direct' practice issues, standards and frameworks affecting provision of gerontological social work services directly to older persons and their families. Develop practice skills; examine personal attitudes about aging; be exposed to a blend of theory, research and practice; and become familiar with local service options, service providers and informal support systems.	Needs of transgender older adults and issues in terms of residential advocacy could be included as an example of (a) the interplay between age and other aspects of identity, and (b) social and advocacy needs of multiply marginalized and isolated populations. A good opportunity to raise awareness that transgender issues can manifest at any age.
SOCW 466 Indirect Practice with Older Persons and their Families	Contemporary 'indirect' policy, organizational, community and research trends affecting provision of social work services to older persons and their families. Students will review various models that situate aging as a normal process. Critical legal and policy issues, and comparative, evidence-based interventions that promote quality of life for older persons in the social environment are also covered.	
SOCW 476 Family and Child Welfare Policy	Critiques of family and child welfare policy and practice such as the feminist and First Nations perspectives are challenging the social work profession. Critically examine assumptions in family and child welfare policy including notions of family, substitute care, conceptions about violence and neglect, how family and child welfare policy is developed and administered, and the political role of social work.	The experiences of transgender parents and gender-variant youth engaged with the family/child welfare system could be included in discussions of feminist and anti-colonial perspectives on family and child welfare.
SOCW 478 Family and Child Welfare Practice	Critical examination of family and child welfare practice issues. The conceptual framework will include an examination of ideological influences, and the importance of a gender, race, and class analysis regarding family and child welfare issues and practice in Canada.	
SOCW 477 Family Practice	Interdisciplinary theoretical perspectives and practice approaches that are relevant for working with the contemporary family in all its forms. A family systems framework and a feminist perspective provides the theoretical base from which students will begin to develop their own family practice skills through the use of video, class exercises, and lab experiences.	A case study relating to disclosure of crossdressing, transgender identity, or gender transition could be used; alternatively, a family that includes a transgender person could be depicted seeking assistance unrelated to transgender issues (to convey that transgender issues are not necessarily the reason for seeking service).

University of Northern BC (BSW and MSW programs)		
Course # and Name	Course description	Comments
SOCW 200 Introduction to Social Work Practice	Provides an overview of social work practice including the historical, political, philosophical and practical bases in Canadian Society. It introduces students to the values, concepts, and Code of Ethics of Social work. There is also an overview of current social problems and related fields of practice.	Societal marginalization and mistreatment of transgender people could be used as an example of oppression and inequity as a social problem.
SOCW 300 Social Work Communication Skills	This is an introductory course that aims to increase skills and analysis in the diverse cultural settings that are appropriate to social work among First Nations and remote, northern and rural communities. Learning to recognize the contradictions in people's experiences and to maximize the possibilities, resources and strengths in their lives are critical aspects of a social worker's practice. Emphasis on integration of interpersonal and analytic skills in learning effective helping strategies within a structural framework that acknowledges the influence of class, race and gender in shaping personal and social well-being.	Cultural approaches to gender-variance could be used as an example of the need to explore the cultural meaning of aspects of identity/behaviour and the risks of ethnocentric assumptions about "problems" and "solutions". Trans-specific examples could be given to facilitate discussion of the need for sensitive, respectful, and inclusive language. The concept of cultural competence in application to transgender community work could be used as an example of cultural issues in communities not typically recognized as "cultural" (e.g., Deaf, LGB, transgender).
SOCW 630 Communication Skills		
SOCW 301 / 631 Critical Social Work Practice	This course critically examines the historical origins, values, methods and applications of various social work practice approaches. With an emphasis on structural, feminist, and First Nation social work strategies, the focus includes the application of these approaches to women, minority groups, First Nations, and residents of northern and remote communities. These will be contrasted with other models of social work practice including general systems theory, ecological theory, and case management.	Feminist and anti-colonial perspectives facilitate broader discussion of anti-oppressive practice and diversity that could include discussion of transgender communities.
SOCW 336 / 635 Social Work Philosophy and Ethics	This course critically assesses the ethical issues involved in carrying out the tasks of social work practice, policy and research. Using the Social Work Code of Ethics as a starting point, these practice, policy and research roles are considered in the context of northern and remote social work. The course reviews different theoretical approaches to social work.	Trans-specific examples could be used to illustrate practical application of the Social Work Code of Ethics, and ethical dilemmas in social work practice.
SOCW 401 Northern/Remote Social Work Practice	Critical generalist practice will be examined within the context of current and emerging client populations and practice issues. The course aims to develop a critical awareness/analysis of the nature, cause and response of social workers to the social problems they are meant to deal with in the field of practice aspects of their work in northern and remote communities.	Social concerns of transgender people in northern and remote communities could be discussed as an example of the difficulties faced by minority populations in geographically isolated areas.
SOCW 410 First Nations Social Work Issue	This course examines methods of developing an anti-racist social work practice in the context of First Nations experience. Particular emphasis is placed on understanding emerging models and structures within First Nations communities. The development of these models is explored within a context of analyzing the impact of the colonial experience. Students are introduced to alternative methods including some of the healing strategies and organizational structures in First Nations communities.	This course could include discussion of the cultural and social impacts of colonialism on First Nations transgender/Two-Spirit people.
SOCW 456 Family Caring Systems	This course creates an understanding of family caring systems from an Aboriginal/First Nations perspective. Topics explored include Aboriginal/First Nations worldviews, traditional roles of family members, the role that historical events have played in the development and current social realities of First Nations and the role that social workers can play in family wellness. Contemporary social work practices with Aboriginal/First Nations children and families are also analyzed and critically reflected upon, with a particular emphasis on directions in Aboriginal/First Nations child and family welfare.	

University of Northern BC (BSW and MSW programs)		
Course # and Name	Course description	Comments
SOCW 421 Human Growth and Development	Examines human growth and development with an emphasis on social processes from birth to death. The course follows a life cycle approach and addresses the influence of issues such as culture, class, gender and sexual orientation. Linkages are drawn between individual human development and health and social welfare policy, particularly as it affects residents of northern British Columbia	Gender variance and transgender identity/expression could be used as an example of debate about concepts of normality, variance, and abnormality in development, with critical reflection on implications for trans-positive social work with individuals, families, and groups.
SOCW 420 Family/Child Welfare Policy	Family and Child Welfare Policy focuses particularly on feminist and First Nations critiques of child welfare policy and social work intervention. It critically examines assumptions in family and child welfare policy including notions of family, substitute care, conceptions about violence and neglect, and the implications of child and welfare policy for social work practice in northern communities.	The experiences of transgender parents and gender-variant youth engaged with the family/child welfare system could be included in discussions of feminist and anti-colonial perspectives on family and child welfare.
SOC 424 Child Welfare/Sites of Resistance	Sites of Resistance: Race, Poverty and Sexuality in the Fields of Child Welfare focuses on contemporary child welfare policy and practice from the standpoints of racial and sexual minorities as well as from those on the economic margins of contemporary capitalist/patriarchal society	
SOCW 426 Current Issues in Child Welfare Practice	This course highlights topical child welfare issues, current trends in child welfare practice, examines different methods of intervention and attempts to link changes in the economic circumstances of families to the social well being and healthy family functioning	
SOCW 422 Child Welfare Practice	This course examines child maltreatment from the perspective of social work practice in the field of child welfare. The course looks at various forms of child maltreatment including methods of assessing maltreatment and the cultural and structural factors that must be considered in assessing issues such as risk. Intervention strategies are also examined along with the legal procedures and responsibilities carried by the child welfare social workers.	
SOCW 433 Women in the Human Services	From a feminist and structural social work perspective, this course examines a range of women's issues in terms of socialization, work, health, sexuality, power and the state, legal issues and the impact these have on the roles and positions of women in Canadian society, and in particular within human and social services.	Abuse and neglect of gender-variant children could be discussed, with exploration of the linkage between repression of gender-variance and homophobia. Vulnerability of gender-variant children to commercial sexual exploitation could also be discussed.
SOCW 603 Women: Policy/Practice Issues	This course explores the historical nature of the role of women and women's struggles in Canada with particular focus on the role of women in northern, remote and First Nation communities. The exploration also includes a review of feminist perspectives and the meaning and application of feminist practice for social work in the areas of policy, research, counselling and direct service. The course draws on interdisciplinary knowledge and will provide the opportunity to analyze and debate the social and political forces which have shaped the condition of women in social work in particular and in human services generally. While gender relations are the focus, they will be analyzed as they intersect with race, class, ability, sexual orientation, aging, and so on.	An exploration of sex and gender diversity and the intersections between sex, gender, ethnicity, culture, disability, and class would offer the opportunity to deconstruct essentialist ideas about femaleness and "woman" as a universal category, and explore connections between sexism, heterosexism, and transphobia. The experiences of intersex women; masculine, butch, and passing women; drag kings; transsexual women; and androgynous, bi-gender, multi-gender, and pan-gender individuals could be explored as a way of understanding the diversity of identity and experience within "woman". Writing by transfeminist theorists such as Emi Koyama could be used to demonstrate an integrated intersectional framework for work with multiply marginalized women.

University of Northern BC (BSW and MSW programs)		
Course # and Name	Course description	Comments
SOCW 437 Social Work with Groups and Communities	This course examines the historical evolution of group work and the role that social work has played within this context. Different types of group approaches and experiences are discussed, including professionally led groups and self-help groups. Students will consider the operation of groups through analysis of group norms, roles, values, goals and decision making from a perspective that is both theoretical and experiential.	A trans-specific example could be used to illustrate diverse approaches to group practice (e.g., clinical support of peer-led group, social worker-led therapy group, psychoeducational group, prevention in a group setting). Gender roles, power, and diversity in group dynamics would offer an opportunity for discussion of transgender issues. The emotions and adjustment for a group where a member discloses transgender identity or is undergoing transition could be used as an example of small group conflict/challenge.
SOCW 439 Social Work/Law and the Justice System	This course will examine various areas of the Canadian legal system; constitutional documents and conventions, the court system, the provincial legislative powers, rights of Aboriginal Peoples, the Charter of Rights and Freedoms, and provincial legislation (such as Adoption Act; Child, Family and Community Service Act; Child, Youth and Family Advocacy Act, Family Relations Act, etc.). It will also examine the practice of social work in court settings. Specifically, it will provide a basic understanding of the rights and interests of children, rules of evidence, the role of various interveners. Court writing skills will be introduced and court visits will be arranged.	Trans-specific examples could be given in each of the course focus areas (e.g., Charter Challenge relating to access to SRS, human rights cases relating to transgender access to services, family law cases relating to fitness to parent, applicability of VAWIR to violence in transgender relationships, rulings relating to gender dysphoria as a type of disability in employment/human rights/welfare law).
SOCW 651 Legal Issues for Women	This course offers students an overview of constitutional, case and statutory law relating to current women's issues. With an emphasis on the application of Canadian law as it relates to issues facing social workers, the course examines the implications, to women, of recent changes in constitutional law (e.g. equality provisions in the Charter of Rights and Freedoms), marital and property laws (e.g. child custody and maintenance), and civil and criminal laws (e.g. issues of sexual harassment, sexual assault, wife assault).	
SOCW 440 Social Work in Mental Health	This course examines policy and practice issues pertaining to the understanding and delivery of social work services to people in a psychiatric disability. While the content will explore many ideas that are international and national in scope, the primary focus will be on the policies and practices that are relevant to people in northern British Columbia. Students will examine assessment and intervention methods as well as analyze the impact of current trends and changes in the health and social welfare system as they pertain to people who require mental health services. The nature and impact of psychiatric disability is viewed from both an individual level as well as a structural level of analysis. The major emphasis will be on practice and policy issues relating to people who are described as "psychiatric survivors."	Debates about the DSM criteria for GID and Transvestic Fetishism could be used to promote critical thinking about the classification of variant identity as illness, and non-conforming behaviour as abnormal/deviant. Discussion could include the impact of forced "normalization" treatments (on individual health, social attitudes to transgenderism, and community relations with the mental health system), and a trans-positive approach to mental health practice with gender-variant individuals introduced.
SOCW 442 Social Work with Victims of Abuse	This course examines physical, emotional, and sexual abuse and violence perpetrated on less powerful individuals. The roles played by the helping professions in this context are also examined.	Trans-inclusive adaptations of the power and control wheel ¹ could be used to demonstrate how commonly used tools in the abuse field can be adapted to be more inclusive and relevant to diverse populations. Trans-specific forms of abuse could be discussed to deepen understanding of the way power dynamics operate in abusive relationships.

University of Northern BC (BSW and MSW programs)		
Course # and Name	Course description	Comments
SOCW 443 Medical Social Work	Focuses on the knowledge, attitudes and skills workers need to practice effectively in health care settings. Case studies will be used to demonstrate different methods of intervention in this context.	A trans-specific example of social work practice could be used (e.g., community counsellor role at Three Bridges Community Health Centre). Discussion of medical advocacy and competency to make medical decisions could also be incorporated.
SOCW 444 Social Work Critical Issues in Aging	This course examines the physical, social and psychological needs of the elderly. Adaptation of generic social work skills in effective intervention with and on behalf of the aged is also examined.	Needs of transgender older adults and issues in terms of residential advocacy could be included as an example of (a) the interplay between age and other aspects of identity, and (b) social and advocacy needs of multiply marginalized and isolated populations. A good opportunity to raise awareness that transgender issues can manifest at any age.
SOCW 445 Social Work and Cross-Cultural Practice	Interdisciplinary approaches to understanding cultural and visible minority groups in relation to society and differential access to power are examined. The course will examine and critically evaluate different methods of assistance and intervention offered by social work to minority groups.	Possible topics include (a) cultural approaches to gender and gender-variance, (b) cultural influences on gendered behaviour and gender identity, and (c) the interplay between norms relating to gender and norms relating to "race", ethnicity, class, disability, etc.
SOCW 615 Multi-cultural Social Work Practice	This course is intended to prepare students for work with various ethnic and racial minority clientele. Topics include: the impact of formal and informal social policies and institutions on the well-being of minorities; the relationship between cultural norms and social work practice. Opportunities for experiential learning in the classroom and community settings allow students to interact with selected cultural groups.	
SOCW 448 Inequality and Income Security	This course examines the changing landscape of Canadian social policy and its implications for poverty, income inequality and income security. It reviews the evolution and devolution of major Canadian income security policies with a special focus on British Columbia. The implications of these changes on poverty and income inequality are examined for the people that live and work in northern British Columbia. This is done by looking at changes in poverty and income inequality for specific groups that include single mothers, First Nations, women, men, the unemployed and underemployed, the elderly, and those dependent on public assistance.	Income security "for specific groups" could include discussion of economic marginalization of transgender individuals, and resulting unemployment and dependence on social assistance. The lack of recognition of economic disenfranchisement and employment barriers experienced by transgender individuals could be used as an example of exploring the limits of social policy approaches to designated equity groups.
SOCW 449 Gender and Sexuality	Gender and Sexuality: Social Constructions and Everyday Lives will critically examine constructions of gender and sexuality that include cross-cultural and class analyses. I will also focus on the historical character of sexual relations and gender and begin to challenge what is taken for granted in contemporary society specifically as these notions affect social work policy and practice.	An introduction to cross-cultural perspectives on gender norms, roles, and variance could serve as a departure point for developing a critique of essentialist conceptions of gender and gender relationships. The intersections of societal norms relating to gender, sexuality, class, "race"/ethnicity, disability, and age could be explored to facilitate understanding of the complexity and diversity of the transgender community. Psychosocial issues faced by the transgender community and a trans-positive approach to social work should be discussed.
SOCW 450 Social Work and Family Practice	Through the application of family systems theory, this course will examine current approaches to working with families in community counselling settings. Completion of a family assessment, as well as a critical examination of power dynamics in families, and their connection with the larger society will be undertaken. Issues of gender, race, age, class, sexual preference, and so on will be analyzed in this context.	A case study relating to disclosure of crossdressing, transgender identity, or gender transition could be used; alternatively, a family that includes a transgender person could be depicted seeking assistance unrelated to transgender issues (to convey that transgender issues are not necessarily the reason for seeking service).

University of Northern BC (BSW and MSW programs)		
Course # and Name	Course description	Comments
SOCW 452 Social Work/Crisis Intervention	This course examines the historical development of crisis intervention practice and theory. Several models of crisis intervention are presented with an analysis of their application to particular areas and fields of social work practice. Included in the fields of practice are suicide assessment and intervention, child abuse, spousal assault, physical illness and disability, psychiatric emergency and grief resolution. Analysis and discussion will centre around crisis intervention as it applies to social work practice with minority groups in northern communities. In addition to lecture and discussion material, interview and process skills will be practised in this course.	A trans-specific case study could be used to illustrate the need to make crisis assessment and intervention sensitive, respectful, and relevant to the specific needs of minority populations. Students could be encouraged to think through issues relating to trans-sensitive and trans-inclusive interview and assessment language and tools (e.g., how might general questions need to be modified to be trans-inclusive? What other kinds of questions might need to be asked to explore issues relevant to transgender individuals?)
SOCW 453 Faith, Power and Practice	Faith, Power and Practice: The Impact of Religion and Spirituality on Human Service Work will provide a forum for the critical exploration of the impact and influence of religious thought and practices on human service work. The historical roots of this work are based in religious movements, aspects of which still affect today's practice/policy. In an increasingly multicultural environment, students must have a fundamental understanding of religion and spirituality in order to practice effectively.	An introduction to cross-cultural/faith perspectives on gender norms, roles, and variance could serve as a departure point for discussion of trans-inclusive approaches to social work. A case study involving an individual with internalized transphobia who is considering a religious conversion therapy program to "root out" transgender feelings could be used as an example of ethical dilemmas in conflicts between client beliefs and social work principles of anti-oppressive practice.
SOCW 613 Clinical Social Work Practice	Critical analysis of psychotherapy and counselling, particularly by women and ethnic/racial minorities has had an influence on how psychotherapy is organized and how values are expressed. Psychotherapy and counselling have also been influenced by the reality of restructuring in health care, education and social services. Social workers have been faced with the challenge of delivering service in environments that are increasingly restrictive. These developments have encouraged the implementation of new therapeutic approaches which emphasize brevity, respect for clients, client strength and collaborative approaches to problem solving. This course explores clinical practice within this context with emphasis on issues that pertain to northern British Columbia. The course requires critical analysis as well as practice skills.	A trans-specific case study could be used to illustrate course concepts. There is also an opportunity to introduce the concept of tiers of competency in counselling of transgender individuals, and provide information about resources for clinical social workers who are counselling clients who have trans-specific concerns (e.g., gender identity confusion, gender dysphoria, internalized transphobia, stress relating to disclosure of transgender identity, relationship/employment concerns).
SOCW 637 Advanced Practice	This course is designed for graduate students who have worked in social work practice settings but who do not have formal social work training. This historical and cultural development of social work practice models is surveyed with emphasis on contemporary models of practice such as anti-oppressive practice, constructivism, and feminist practice. Assessment, intervention planning, advocacy, organizing, recording, confidentiality, evaluation, case management, interdisciplinary issues, and termination are studied.	Anti-oppressive and feminist frameworks facilitate discussion of gender norms, gender roles, gender variance, and issues in social work with transgender people and loved ones. A trans-specific case study could be used to illustrate the need to make assessment, planning, advocacy, and intervention sensitive, respectful, and relevant to the specific needs of minority populations.

University of Victoria (BSW and MSW programs)		
Course # and Name	Course description	Comments
SOCW 200A An Introduction to Social Work Practice	This course will introduce students to the practice of social work beginning with a critical examination of the ethics, values and historical development of the profession. Students will become familiar with several critical social theories that inform anti-oppressive social work practice. The relationship between private troubles and public issues as well as the concepts of power, oppression, privilege, identity and social justice will be explored. This course emphasizes self reflection which will assist students in examining their identities and their interest, motivation and capacity for social work practice.	The terms “transgender” and “transphobia” could be introduced and defined in relation to identity, power, privilege, and oppression.
SOCW 300A Integrated Practice Course	This course presents an integrated approach to social work ideologies, values, theories and skills. Structural, feminist and First Nations perspectives are used to explore themes of power and oppression. Emphasis is given to community and social change in response to public issues, as well as to practise with individuals and groups facing private troubles. The course will assist students to develop a personal and professional commitment to social work, and build knowledge and skills for generalist practice.	Feminist and anti-colonial perspectives facilitate broader discussion of anti-oppressive practice and diversity that could include discussion of transgender communities.
SOCW 323 Anti-Oppressive Social Work Knowledge and Practice	This course will provide students with an opportunity to develop frameworks that enable them to understand and engage in social work praxis (the relationship between ideology, knowledge and skills). This course will address marginalization, structural inequalities and social justice. Critical Social Theory and self-reflection form the basis by which students' ability to practise in an anti-oppressive way will be strengthened.	
SOCW 350A Law and Social Services	This course provides theories and multiple critical perspectives on law, the legal system and the legal processes that impact on professional practice. Students will critically examine and self-reflect on the interplay between marginalization and structural inequalities and law. Specific areas of law examined in this course may include child welfare, mental health, young offenders and income assistance.	Trans-specific examples could be given in each of the course focus areas (e.g., family law cases relating to fitness to parent, rulings relating to gender dysphoria as a type of disability in employment/ human rights/welfare law).
SOCW 350B Legal Skills for Social Service Professionals	A skill-based course focusing on the development of legal skills in an anti-oppressive framework. Emphasis is given to a critical analysis of the skills necessary to practice in statutory settings such as child welfare, and may include dispute resolution, advocacy, mediation, investigation, evidence-giving and report writing	Trans-specific cases could be used to assist in development of practical advocacy skills. Students could be informed of trans-specific advocacy resources (e.g., manual on transgender clinical advocacy available from Transgender Health Program).
SOCW 354 An Introduction to First Nations Issues and Human Services	The course will critically examine the historical process of colonization in Canada, the resulting barriers embedded in policy and practice, and alternative ways of viewing the social-psychological position of First Nations people in Canadian Society. Contemporary issues and the movement toward self-determination will be discussed in relation to social work theory and practice.	This course could include discussion of the cultural and social impacts of colonialism on First Nations transgender/Two-Spirit people.
SOCW 435 Collaborative Practices for Mental Health Care	This course will look at mental health and illness from an anti-oppressive perspective. It will emphasize the collaborative nature of social work practice, and consider innovative approaches to the development and practice of mental health services which enable involvement of service users. The effect on individuals across the lifespan, family and community will be stressed. In particular, attention is given to socio-cultural, political, economic and environmental (i.e. non-biomedical) impacts on mental health and illness.	Transgender mental health could be discussed as an example of a community that has been historically pathologized and stigmatized as mentally ill, while simultaneously not having access to supportive mental health services relating to the impacts of transphobia and gender dysphoria. A trans-positive framework could be introduced as an example of transformative, anti-oppressive social work practice.

University of Victoria (BSW and MSW programs)		
Course # and Name	Course description	Comments
SOCW 457 Critical Perspectives on Human Behaviour	Within the context of feminist, structural and First Nations analyses, this course will encourage students to develop critical perspectives of human behaviour. Students are expected to develop a working knowledge of the effects of oppression on human behaviour.	A trans-specific case study could be used to explore supportive intervention when potentially risky behaviours are used to cope with oppression.
SOCW 474 Introduction to Community Practice	This course will introduce students to a community perspective in social work practice. Students will integrate their own experiences of community with theoretical and critical analysis. Various approaches to community work will be introduced and practice skills will be developed. The relationship between community work and social change movements will be discussed.	Trans-specific examples of community development and community health promotion could be used to illustrate course concepts (this would also facilitate awareness of local resources).
SOCW 475 Child Welfare Practice	This course will provide students with an opportunity to explore all aspects of child welfare practice with a particular focus on balancing the issues of power and authority with helping approaches, identifying and resolving ethical dilemmas, and developing community based approaches to serving families and children. Students will explore their own conceptual and philosophical orientation to child welfare practice.	The experiences of transgender parents and gender-variant youth engaged with the child welfare system could be included in discussions of diversity, power, and anti-oppressive practice.
SOCW 476 Child and Family Welfare Policy	Critiques of family and child welfare policy and practice such as the feminist and First Nations perspectives are challenging the social work profession. This course provides an opportunity to critically examine assumptions in family and child welfare policy including notions of family, substitute care, conceptions about violence and neglect, how family and child welfare policy is developed and administered, and the political role of social work.	
SOCW 505 Child Welfare Seminar	This seminar explores topics of special interest in the development of child welfare practice from a critical, anti-oppressive and social justice perspective. Students are expected to conduct an analysis on a current child welfare topic they select.	
SOCW 477 Family Practice	The primary objective of this course is to explore interdisciplinary theoretical perspectives and practice approaches that are relevant for working with the contemporary family in all its forms. Collaborative approaches to helping work, grounded in theories of anti-oppression, provide the base from which students will begin to develop their own family practice skills and integrate theory and practice through discussion and experimental exercises.	
SOC 503 The Social Construction of Health, Illness, and Aging	This course explores topics relevant to health, illness and aging. The role of social work in health care systems, policy concerns regarding the socio-economic impacts of aging populations and the social determinants of health will be examined. The course considers the relationships between health status and work, family relationships, housing and the consequences of inequality on health throughout the life span.	This course is an opportunity to establish that transgender identity/expression is not intrinsically pathological, but that (a) transphobia has a profound impact on health, well-being, and psychosocial development, and (b) gender concerns may require treatment (using a trans-positive framework).
SOCW 504 Community Development in Health and Social Services	The intent of this course is to analyze critically some approaches to community development and their application to current policy and practice initiatives in the human services, such as health promotion, social development and aboriginal self-government. Multidisciplinary perspectives on community development will be explored.	Examples of transgender community development and social mobilization stemming from social work interventions (e.g., activism from peer support groups) could be discussed.
SOCW 560 Communities, Politics, and Social Change	This course engages students in drawing out the possibilities for social change in multiple settings. It draws upon student interests and experiences in exploring the implications raised by the critical analysis of knowledge, issues, organizations, and policies developed in other courses.	

University of Victoria (BSW and MSW programs)		
Course # and Name	Course description	Comments
SOCW 510 Policy Context of Practice	This course reviews and analyzes a number of explanations of the policy making process. It examines who makes policy in both governmental and voluntary human service organizations and the impact of policy on consumers and practitioners. The course analyzes the policy/practice interface and uses substantive policy domains to illustrate how policy both enhances and constrains practice and how practice in turn can influence policy. Students are encouraged to develop their own understandings of the contributions of practice to policy.	Trans-specific examples could be used to illustrate the importance and limits of social policy – e.g., gender-specific client inclusion/exclusion criteria, employment equity initiatives that do not recognize employment barriers experienced by transgender people, welfare policies that penalize people who experience employment barriers (e.g., work search requirement).
SOCW 518 Making Other/Making Self: Race and the Production of Knowledge	This course will explore the ways in which knowledge production is racialized and the ways in which we might resist such constructions in our own practices. Underpinning the course is the question: What explanatory frameworks do we draw on to explain our practice and our professional/personal identity?	Cultural approaches to gender-variance could be used as an example of the need to explore the cultural meaning of aspects of identity/behaviour and the risks of ethnocentric assumptions about “problems” and “solutions”.