THE CSWE COUNCIL ON SEXUAL ORIENTATION AND GENDER IDENTITY AND EXPRESSION

Guidelines for Transgender and Gender Nonconforming (TGNC) Affirmative Education

Enhancing the Climate for TGNC Students, Staff and Faculty in Social Work Education

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THE COUNCIL ON SEXUAL ORIENTATION AND GENDER IDENTITY AND EXPRESSION

The Council on Sexual Orientation and Gender Identity and Expression (CSOGIE), formerly the Commission on Gay Men and Lesbian Women, is a council of the Commission for Diversity and Social and Economic Justice. CSOGIE promotes the development of social work curriculum materials and faculty growth opportunities relevant to sexual orientation, gender identity and expression, and the experiences of individuals who are gay, lesbian, bisexual, transgender, or two-spirit. CSOGIE also works for the full participation of individuals who are gay, lesbian, bisexual, transgender, or two-spirit in social work education, facilitating mentorship of students and junior faculty and offering assistance and consultation to educators and students concerning issues of sexual orientation and gender identity and expression.

COUNCIL ON SOCIAL WORK EDUCATION (CSWE)

CSWE aims to promote and strengthen the quality of social work education through preparation of competent social work professionals by providing national leadership and a forum for collective action. CSWE pursues this mission through setting and maintaining policy and program standards, accrediting bachelor's and master's degree programs in social work, promoting research and faculty development, and advocating for social work education.

Contents

T his report provides guidelines for the creation of social work educational environments that affirm transgender and gender nonconforming (TGNC) identities. Creating affirmative social work educational environments for lesbian, gay, bisexual, and queer/questioning populations (LGBQQ) is addressed in a companion document, *Guidelines for Affirmative Social Work Education: Enhancing the Climate for LGBQQ Students, Staff and Faculty in Social Work Education* (Craig, Alessi, Fisher-Borne et al., 2016). The guidelines for TGNC inclusive social work education emerged from the work of the Council on Sexual Orientation and Gender Identity and Expression (CSOGIE), which is one of the diversity councils of the Council of Social Work Education (CSWE). While the 2015 Educational Policy and Accreditation Standards (EPAS) specifically identify gender identity as one of the dimensions of diversity to be reflected in the learning environments of all CSWE accredited programs of social work, CSOGIE members note a lack of comprehensive guidelines to support social work programs in fostering and promoting environments that are affirmative of diverse gender identities. This concern was expressed in light of evidence revealing that (a) TGNC social work students report a number of unsatisfactory experiences in their social work programs (Austin, Craig, & McInroy, 2016; Craig, Dentato, McInroy, Austin, & Messinger, 2015; McInroy, Craig, & Austin, 2014) and (b) social work students may not be ready to practice competently with TGNC clients after graduation (Craig et al., 2015). Therefore, this document provides a framework to help social work programs assess whether their programs are affirmative of TGNC faculty, students, and staff. These guidelines may be informative to the CSWE Commission on Accreditation (COA) in their efforts to strengthen site visitor training pertaining to the diversity standards in the 2015 EPAS. Developing the knowledge and skills of all stakeholders in social work education can contribute to environments that ensure dignity and respect for TGNC students, faculty, and staff and ultimately promote culturally competent social work practice with gender diverse clients.

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This document can also be used by social work faculty members to incorporate social work content on TGNC issues into the curriculum and to enhance inclusivity of classroom activities.

The authors of these guidelines have a range of social work practice backgrounds, sexual orientations, and gender identities and consulted widely within CSOGIE and the broader social work education community to develop a comprehensive resource.

THE NEED FOR TGNC AFFIRMATIVE GUIDELINES IN SOCIAL WORK EDUCATION

TGNC is an inclusive term used to refer to any individual whose gender identity and/or expression differs from societal and/or cultural expectations associated with assigned sex at birth. The provision of TGNC-inclusive and -affirmative education is a growing expectation for schools and universities (Beemyn, 2003; 2012; Orr, Baum, Brown, Gill & Kahn, 2015). Given the social work profession's commitment to supporting diversity, promoting social justice, and challenging marginalization and oppression, it is critical for social work academic programs to provide transgender inclusive and affirmative education in a safe and welcoming environment. The purpose of these guidelines is to assist and support social work faculty members, staff members, and administrators in creating TGNC-inclusive and -affirming classrooms, field placements, policies, and academic environments. These guidelines offer social work programs the guidance and direction needed to meet the evolving needs of TGNC students, staff members, and educators. A glossary of relevant terminology is included as Appendix A.

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Students who identify as TGNC are often marginalized or simply neglected in higher education. According to the National Survey on Transgender Discrimination (Grant, Mottet, Tanis, Harrison, Herman, & Kiesling, 2011) more than one-third of TGNC university students reported being harassed and bullied by students, faculty members, or staff members, often contributing to students' eventual withdrawal from the university. Moreover, leaving the university was associated with a number of problems in adulthood, including reduced income, increased likelihood of involvement with drugs and/or sex work, and increased risk for health problems. TGNC students of color were particularly at risk for these negative outcomes (Grant et al., 2011). Unfortunately, most institutions pay scant attention to the needs of TGNC students, with support provided only through their affiliation with sexual minority-related services and programming (Beemyn, 2012; Rankin & Beemyn, 2012). However, the needs and experiences of TGNC students can vary greatly from lesbian, gay, and bisexual (LGB) students (Bilodeau, 2005; Renn, 2007). For instance, TGNC students have specific needs related to TGNC-inclusive facilities (e.g., restrooms, housing) activities (e.g., sports teams, sororities, and fraternities), health care (e.g., student health care that covers TGNC specific medical needs, such as hormones or surgery), and policies and practices associated with the use of preferred names and pronouns. Research suggests that conflating LGB- and TGNC-related services does not sufficiently meet the unique educational needs of TGNC students (Dugan, Kusel, & Simounet, 2012).

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The development and enforcement of educational policies can make possible the inclusion of marginalized students in university settings. For students across the country, university policies convey the intended culture of a particular institutional environment. From issuing nondiscrimination statements to providing students the freedom to change their first names in university information systems and on university documents, institutional policies pave the way for a trans-affirmative educational environment. One of the main challenges for TGNC students is contending with cisgender and gender-conforming privilege, which refers to the "unearned benefits awarded to those whose internal gender identity, perceived gender, and/or expressed gender matches cultural gender expectations for their assumed biological sex" (Case, Kanenberg, Erich, & Tittsworth, 2012, p. 147). In many instances universities are not aware that they are perpetuating cisgender privilege because such attitudes are deeply embedded in the societal structures. It is not until a student raises concerns about cisgender privilege that many university officials are willing

to acknowledge them (e.g., the lack of gender-neutral housing and restrooms, athletic facilities, and TGNC-inclusive health insurance plans; Agans, 2007). Promoting institutional equity that includes and supports TGNC students, faculty members, and staff members requires that schools and universities be proactive in their institutional policies (Newhouse, 2013).

An audit of organizational structures, culture, and policies may help social work programs identify explicit and implicit messages regarding cisgender privilege that ultimately marginalize TGNC students and create a culture of inequity. The following recommendations address multiple aspects of school and university life that affect the lives of TGNC students, faculty members, staff members, and visitors.

RECOMMENDATIONS FOR INSTITUTIONAL EQUITY

- Nondiscrimination policies that include gender identity and expression

- A clear policy that states harassment, bullying, or violence on the basis of gender identity and/or expression will not be tolerated

- Immediate investigation of complaints by students or faculty or staff members who report experiencing harassment, bullying, or violence on the basis of gender identity

- Implementation of gender-neutral housing and trans-affirmative medical and mental health services

- Regularly scheduled events aimed at creating a welcoming environment for TGNC students (such as orientation events for TGNC students and discussions of TGNC-affirmative issues)

- Extracurricular activities (e.g., clubs and events) that promote social skills and networking events for TGNC students, faculty members, and staff members

- Financial and public relations support for regularly scheduled university occasions highlighting events such as Transgender Day of Remembrance and book readings, movies, and speakers

- Existence of gender-inclusive facilities such as gender-inclusive/unisex restrooms and sports/health facility changing rooms

- Scholarships and other financial resources available specifically for TGNC students; given that TGNC individuals are four times more likely to live in poverty than cisgender individuals, this is of particular importance (Grant et al., 2011).

- Equitable employment benefits for university employees regardless of gender identity and family composition

- Library resources that are current and include discourse on gender identity and inclusivity and those documenting transgender history and culture

- Staff members who are competent to provide advocacy and support services for TGNC students and university employees as part of their formal job description/duties (TGNC outreach as part of a multicultural center)

- TGNC-affirmative training for all faculty and staff members (see training section)

- Identification of faculty advisors within social work academic programs who are committed to respectful and supportive advising for students

- Recruitment efforts aimed at increasing the number of students, faculty members, and staff members who identify as TGNC, especially people of color

The lack of TGNC-inclusive practices and policies at schools and universities across the country is made evident during the initial information gathering stage among prospective students. For example, a climate of exclusion may be evident the instant a student is required to check *male* or *female* on admission forms (Beemyn, 2003). When a TGNC person is a prospective student for a particular university, the following questions become important: Can I be myself? Can I use my preferred name and pronoun? How does the university and/or school support TGNC persons? Is it a safe and welcoming place for TGNC individuals, or my TGNC significant other? Because admissions and recruitment are often the first points of contact between students and their social work schools or programs, it is critical that recruitment and admissions personnel are proactive regarding the needs and experiences of TGNC students. TGNC-affirming recruitment and admission practices must attend to the invisibility and isolation of TGNC people on campus (Seelman, 2014).

Recommendations for creating transgender inclusive and affirming practices in admissions and recruitment include the following:

- Adopt a recruitment philosophy that recognizes that students learn best when they interact with a wide spectrum of individuals, including those similar to and different from themselves, and that recruitment of diverse students, including TGNC students, enhances opportunities for learning and growth.

- Formulate clear and transparent TGNC-inclusive policies for student enrollment and admission (as outlined below).

- Use inclusive gender categories on all admissions materials (e.g., at minimum include male, female, transgender, other_____).

- Allow prospective students to list their preferred names and pronouns on all admissions materials.

- Provide visible inclusion and support for TGNC individuals and communities in the admissions offices (e.g., safe space stickers, gender-neutral restrooms, posters supporting TGNC events or issues).

- Train recruitment and admissions representatives on trans-affirmative issues. An ill-informed admissions representative is a notable indicator that TGNC students are not a priority for that institution (Almeida-Neveu, 2010). Therefore, it is critical that admissions staff

  – are knowledgeable about transgender-specific issues within higher education,

  – have adequate knowledge about TGNC-specific resources on campus and in the local community, and

  – model the appropriate use of TGNC-affirming language.

- Ensure that admissions applications include an optional question such as "Do you identify as a Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQQ) individual?" or "Would you consider yourself a member of the LGBTQQ community?" Including such questions explicitly conveys school and university commitment to diversity and facilitates efforts to connect underrepresented students with valuable resources and support on campus.

- Give prospective and newly admitted students the opportunity to select areas of interest from a broad list and an LGBTQQ-inclusive list of campus activities. Send those selecting LGBTQQ a welcoming e-mail with LGBTQQ specific resources and points of contact on campus and in the community.

Training for staff and faculty members about TGNC issues is a key component of effective social work education (Martin et al., 2009). Many campus LGBTQQ centers and external community organizations provide sensitivity training to staff members, faculty members, and students. This instruction often focuses on strategies for supporting TGNC students and creating a more inclusive educational environment. Training typically includes sharing of personal narratives from TGNC panelists or presenters, local and national population facts, community and school resources, discussion, and an opportunity to brainstorm solutions to common classroom challenges. Such guidance develops knowledge and awareness among participants in an effort to create a more inclusive educational climate. In addition, many training opportunities provide tangible items such as signs, stickers, or pins that trainees can put in their offices or other areas to demonstrate a visible presence of TGNC support (Craig, Doiron, & Dillon, 2015).

In addition to general sensitivity training, social work programs should consider specific TGNC affirmative education that addresses factors such as the following:

- **Unique needs:** Most sensitivity training combines all LGB and TGNC experiences; however, undergraduate and graduate social work students report that faculty members often conflate the needs of gender minorities with sexual minorities, which erases the needs of TGNC individuals. Thus, specific TGNC-affirmative instruction that addresses the population's particular needs and experiences should be provided. Alternatively, courses could offer TGNC-affirmative content as a separate subsection of broader LGBTQQ training. Institution-wide preparation on TGNC issues must be part of new employee training, with a focus on respect for gender identity and expression, use of preferred pronouns, and awareness of the effects of harassment and violence on TGNC people.

- **Policies:** Faculty and administration members as well as students often are unaware of their institutional nondiscrimination or grievance policies based on sexual orientation and gender identity. Therefore, trainings should include specific guidance regarding the existence and use of such policies to promote equity. There also should be discussion of state and federal nondiscrimination laws and workplace protections.

- **Broad engagement:** TGNC training is often voluntarily attended by social work faculty and staff members who are already involved in affirmative social work. Although this is important, it is also critical for instruction to target staff and faculty members who are not familiar with TGNC issues. This can be done by paralleling training objectives with curricular mandates.

- **Needs and interventions:** Training for social work faculty and staff members should provide critical information regarding current needs of TGNC populations, including social determinants of health and well-being such as sexual health risks, homelessness, violence, disclosure, mental health stressors, and evidence-informed interventions to address those needs.

- **The campus:** Training should inform faculty and staff members about important campus-related TGNC issues, such as the location of gender neutral washrooms; the need to recruit, support, and retain TGNC students; and campus resources (student health center, counseling center, etc.). In addition, there should be discussion of how to support international students who may come from countries that discriminate against TGNC people.

Competent and affirmative mentoring opportunities are particularly important among TGNC students. Research indicates that support and encouragement from a faculty member or a peer mentor has a marked effect on the experiences and persistence of LGBTQQ students (Renn, 2007). However, there is concern that TGNC students may receive less faculty mentoring and support than LGB students. For example, a study conducted by Dugan et al. (2012) found that male-to-female (MtF) and intersex students reported significantly less mentoring by faculty members than their female-to-male (FtM) and cisgender peers. Programs are encouraged to consider and address these potential gaps in support, as well as acknowledge and attend to the distinct needs and experiences of TGNC students. Student mentorship programs must find ways to support the full range of educational needs and experiences of TGNC students. An important component of mentoring is to link students to resources (e.g., affirmative university groups or events) that promote their leadership and advocacy skills (Renn, 2007). Therefore, it is critically important that faculty members be aware of the potential that intentional, informed, and affirmative guidance and mentoring can have on the development of TGNC social work students.

The following guidelines may be used to create more TGNC-inclusive mentorship and networking practices:

- Provide opportunities for faculty and TGNC students to engage in mentoring and networking.

- Create mentoring and/or networking events that discuss the effects of TGNC identities in the classroom, field placements, and job interviews.

- Foster student relationships with alumni, field educators, or field advisors who can serve as supportive and affirming role models or mentors to TGNC students.

- Develop a faculty/staff/student social group that provides formal or informal guidance and support to TGNC students.

- Hire faculty and student affairs representatives who are well-prepared to engage in the advising and coaching necessary to help TGNC students navigate oppressive social systems (e.g., communities and/or places of employment lacking gender identity inclusive nondiscrimination policies).

There is a dearth of TGNC-specific content in social work academic settings (Austin et al., 2016; Martin, et al., 2009; McInroy et al., 2014). Scholars have asserted that "greater attention to transgender and gender identity/expression issues is especially needed… [because] findings show particularly large gaps in the preparation offered by social work programs on these issues" (Martin et al., 2009, p. 26). The lack of TGNC course content may contribute to transgender students feeling obligated or burdened by having to educate peers about trans-related issues. According to a study of social work students, 65% indicated that TGNC issues are introduced into courses by students rather than instructors, and only 3% of students reported that transgender-specific readings were regularly integrated into their social work classes (Austin et al., 2016). Moreover, some of the readings introduced into courses are seen by TGNC students as pathologizing and stigmatizing (Austin et al., 2016). The establishment of a TGNC affirming classroom necessitates an informed selection of textbooks and articles inclusive of transgender content (Case et al., 2012). Although few social work textbooks adequately discuss transgender experiences and issues in practice and policy, a growing body of cross-disciplinary research and scholarship exploring transgender issues is relevant to social work education (see http://www.cswe.org/CentersInitiatives/Diversity/AboutDiversity/15550/15548/82831.aspx). As TGNC issues and experiences continue to evolve, and research and scholarship focused on the transgender community increases, schools of social work must systematically integrate the most current and affirmative TGNC-specific literature into courses and ensure that assignments, projects, and activities are trans-inclusive.

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An important component for delivering TGNC-affirmative content within explicit curricula is ensuring that faculty have the knowledge, expertise, and comfort level to deliver such material. Emerging research indicates that educators lack the competence to effectively deliver transgender-affirmative content within schools of social work (Austin et al., 2016; Craig, Dentato, Messinger, & McInroy, 2014; Fredriksen-Goldsen, Woodford, Luke, & Gutierrez, 2011). Research suggests that faculty members perceive their own lack of expertise in TGNC-specific issues, but may underestimate the importance of addressing transphobia (Fredriksen-Goldsen et al., 2011). This is of particular concern because TGNC social work students rely on faculty competence to lead discussions on TGNC-specific topics in the classroom (Austin et al., 2016; McInroy et al., 2014). Such changes are key to legitimizing TGNC issues in the context of social work education.

Recommendations for a transgender-affirming explicit curriculum include the following:

- Require transgender-specific reading and viewing material in social work courses across the curriculum.

- Ensure that discussion of transgender topics is not relegated to an LGBTQQ elective course, extends beyond discussions of gender dysphoria in a psychopathology course, and includes the most current terminology and transgender experiences.

- Create opportunities for required course assignments, projects, and activities that focus on TGNC-specific issues.

- Feature TGNC experts and individuals as guest lecturers or panelists in courses.

- Ensure that faculty members, including the adjunct faculty, are equipped with basic information about transgender populations (e.g., terminology, understanding of systemic oppression, awareness of the range of identities and potential clinical needs among TGNC populations) by prioritizing mandatory TGNC-specific training focused on developing the requisite knowledge and skills to deliver transgender content affirmatively.

- Ensure that classroom discussions are consistent with the 2016 CSWE Position Statement on Conversion/Reparative Therapy (Alessi, Craig, & Coffey, 2016; http://www.cswe.org/File.aspx?id=85010) and the 2015 Substance Abuse and Mental Health Services Administration's Ending Conversion Therapy and Affirming LGBTQ Youth report. Curriculum resource documents, "How to Talk About Sexual Orientation Change Efforts in Social Work Education," (Pittman-Munke, Galarza, Jacinto, Alessi, & Craig, 2016); www.cswe.org/File.aspx?id=85017) and a bibliography (www.cswe.org/File.aspx?id=85015) also may help facilitate classroom discussion about these issues.

- Model TGNC-inclusive language in the classroom (e.g., asking for preferred names and pronouns; using the most current language associated with TGNC identities when discussing TGNC issues).

- Competently and affirmatively address anti-TGNC sentiment in the classroom.

- Explain the differences between sexual orientation and gender identity/expression within discussions of LGBTQQ populations.

- Incorporate specific strategies for capturing the range of TGNC experiences to avoid placing responsibility on transgender students to educate their peers.

TGNC-Inclusive and Affirming Implicit Curriculum

The implicit curriculum (the educational environment in which the explicit curriculum is presented):

includes policies, procedures, and processes related to admission, advisement, retention, and termination; student participation in governance; administrative structures; and faculty and resources...[which]...informs the student's learning and development through the culture of human interchange, the spirit of inquiry, support for difference and diversity, and values and priorities in the educational environment, including the field practicum. (Bogo & Wayne, 2013, p. 3).

The 2015 EPAS focus on diversity (AS 3.01-3.03) underscores the importance of creating social work programs that are attendant and responsive to the needs and experiences of TGNC faculty, students, staff, and community members. Nevertheless, scholars suggest that implicit curricula in many schools of social work in the United States and Canada largely ignore the specific needs of TGNC students, staff members, and faculty members (Austin et al., 2016; Craig et al., 2014; Martin et al., 2009; McInroy et al., 2014). The following recommendations will help guide programs in their efforts to comply with diversity standards (3.01-3.03).

Recommendations for creating a transgender-affirming implicit curriculum include the following:

- Institute policies that recognize gender identity and expression as well as sexual orientation.

- Openly reject conversion therapy, or attempts to change or alter gender identity or expression, which is at odds with affirmative approaches to social work practice and education. Social work educators should be familiar with the 2016 CSWE Position Statement on Conversion/ Reparative Therapy (Alessi et al., 2016), which, consistent with other organizations representing social work and other disciplines, resoundingly rejects such practices.

- Ensure a school/program commitment to inclusivity of the issues faced by TGNC populations and a focus on their strengths.

- Promote a commitment to acknowledge, deconstruct, and challenge cisgender privilege.

- Ensure that faculty, staff, and administration members model TGNC-affirming language, terminology, and pronouns.

- Encourage a TGNC-inclusive climate with visible, welcoming, and affirming signs associated with all gender identities and expressions (e.g., student lounges, student services offices, hallways, faculty and administrative offices).

- Provide safe and inclusive restrooms (gender neutral restrooms).

- Use gender-inclusive forms (e.g., admissions packets, surveys, applications for field placements that allow for the identification of preferred names and pronouns, and the comprehensive spectrum of gender identities).

- Establish and enforce clear procedures for the use of preferred (gender-affirming) names in class, via e-mail, and on printed materials. For instance, syllabi may include a statement inviting students to discuss pronoun and name preferences with the professor.

- Provide faculty members with the opportunity to incorporate literature on TGNC identities and TGNC affirmative practice in syllabi.

- Administrators must ensure that their school or department commits to an organizational structure that affirms TGNC individuals and their intersecting identities.

- Schools and departments must actively recruit and hire faculty who identify as TGNC and/or whose research and teaching interests pertain to TGNC issues.

- Ensure the absence of heteronormative and cisgender bias in discussions and training related to professionalism and career development (e.g., gendered and/or binary expectations about professional attire and/or personal appearance).

- The CSWE Commission on Accreditation should consider the aforementioned guidelines for promoting inclusive and affirming implicit curriculum, and the importance of programs including content on transgender populations as part of strengthening site visitor training on diversity standards.

- The CSWE Commission on Accreditation should ensure compliance with the diversity standards (3.01-3.03) and consider the guidelines as part of their training.

Field education in social work is the primary opportunity for students to apply classroom learning. In fact, EPAS Educational Policy 2.2 recognized it as "the signature pedagogy of social work education" (CSWE, 2015, p. 12). In the United States and Canada social work education accrediting bodies have directed schools of social work to prioritize diversity through field opportunities. However, study findings (N=327) indicate that fewer than 50% of social work programs offer opportunities to work with TGNC-identified clients or on issues related to transphobia, and many faculty (38% U.S. and 34% Canada) did not know whether opportunities to work with TGNC clients in field existed at their schools (Fredriksen-Goldsen et al., 2011). When considering the creation of inclusive environments in field, the field curriculum cannot be disconnected from the curriculum that is used in the classroom. The recommendations outlined below must be understood in the broader context of inclusive implicit and explicit curricula within schools of social work. Students who are ill-prepared to work appropriately with TGNC clients or with TGNC issues will find these limitations further compounded in the field environment. Similarly, faculty who are not informed about the experiences of TGNC persons and the resources that exist in the school, university, and community may not know how best to support inclusion in school policies and practices. Teaching resources are needed to help faculty members understand how to incorporate transgender and gender diversity content into the classroom and relate it to the existing course subject (such as research) rather than in a diversity or social justice course only (Fredriksen-Goldsen et al., 2011; Levy, Leedy, & Miller, 2013).

There are primary areas that field education must cover to (1) support TGNC students going into field, (2) help all students work in an affirming way with TGNC clients, and (3) ensure that field faculty members and field supervisors are equipped with the knowledge, skills, and infrastructure to establish and uphold an inclusive environment. For instance, Messinger (2013) found that TGNC students may experience pressure from field supervisors to disclose their status.

The following recommendations are organized around the primary stakeholder groups that are responsible for field education.

Field Department

- Create field applications and other forms that include opportunities for students to share a preferred name and preferred gender pronouns. This is particularly important in university settings that do not have registration systems in place that allow for a preferred name to be included.

- Create field applications and other forms that include opportunities for students to identify an interest in working with transgender-identified people and/or with issues of transphobia. This option should be separate from an indicated interest in working with LGB populations.

- Develop and offer field placements specifically aimed at training students to work with TGNC-identified people, communities, and/or with issues of transphobia (such as policy and advocacy).

- Understand the policy context for TGNC-identified people in your university, locality, state, and country. What protections are in place? What risks do TGNC-identified people face if their identities are disclosed?

- Develop clear and confidential policies and procedures for students to report experiences of discrimination, harassment, or conflict related either to their own gender identity or presentation or to the identities/presentations of clients served in their field agencies. Include expectations for responding to such reports in ways that are timely and honor the privacy of the individuals involved. Put this policy in writing and share it with students, the field faculty, and field agencies and supervisors.

- Develop policies and procedures related to established field placements in agencies or settings that condone discrimination against TGNC-identified people and/or the use of reparative/conversion therapies.

Field Faculty

- Participate in education and training to understand the experiences of TGNC-identified people, transphobia, and the unique needs of TGNC-identified students in field, including experiences and issues related to people at the intersections of multiple identities who face oppression and discrimination, such as transgender women of color.

- Have ready access to resources and materials on TGNC issues and transphobia.

- Develop specialized field groups for TGNC-identified students (or LGBTQQ students more generally) to create a space to discuss the unique issues related to negotiating the field experience and environment.

- Find TGNC-identified professional mentors to connect with students for support and guidance.

- Understand and respond to the need for students engaged in field placements that directly serve TGNC-identified communities to process and reflect on trauma that may be associated with working in an agency that may be a target for discrimination, harassment, and threats of violence, and secondary trauma associated with serving people who may face daily threats to their safety and well-being.

Field Agency/Supervisor

- Inform field agencies and supervisors about ways to assess their environments for inclusion of TGNC-identified clients, staff members, and interns. For example, do they have gender neutral restrooms? Does the agency have a nondiscrimination policy that includes gender identity and expression? Offer strategies to increase visible and intentional inclusion of TGNC-identified people in the agency context.

- Educate field agencies about the environmental context for disclosure of TGNC-identity among students and expectations for their response. Field agencies and supervisors need to be informed of students' rights and protections as they relate to disclosure and the associated risks.

- Support field agencies and supervisors by showing them how to directly and appropriately address discomfort among their staff members regarding TGNC-identified people and issues and how to combat transphobia in the agency environment.

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Terminology in the transgender and gender nonconforming communities varies and continues to evolve over time. It is important that social work educators and practitioners be open to emerging terms and concepts and sensitive to individualized language and terminology preferences.

Agender (non-gender): Refers to individuals who do not identify with any gender or feel that they have no gender.

Bigender: Refers to individuals who experience two genders simultaneously or move between them. This is not limited to man/woman and can include other genders.

Biological sex: Classification of people as male or female. At birth infants are assigned a sex, usually based on the appearance of their external anatomy. (This is what is written on the birth certificate.) However, a person's sex is actually a combination of bodily characteristics including chromosomes, hormones, internal and external reproductive organs, and secondary sex characteristics.

Cisgender: Individuals whose assigned sex at birth and gender identity are aligned (e.g., not transgender).

Female to male (FtM): Describes the trajectory of a person who is changing or has changed his or her body and lived gender role from a birth-assigned female to an affirmed male. Also referred to as trans male, trans man, or transman.

Gender: Refers to the attitudes, feelings, and behaviors that a given culture associates with a person's biological sex. Behavior that is compatible with cultural expectations is referred to as gender-normative; behaviors that are viewed as incompatible with these expectations constitute gender nonconformity.

Gender binary: Conceptualization of gender as two rigidly fixed options: male or female, each grounded in a person's physical anatomy.

Genderqueer: Refers to individuals who experience their gender identity and/or gender expression as falling outside the categories of man or woman and/or who do not accept stereotypical gender roles and may choose to live outside expected gender norms.

Gender diverse/expansive/creative: Umbrella term used for individuals who broaden commonly held conceptualizations of gender expression, norms, and identities. Conveys a wider, more flexible range of gender expression.

Gender expression: Refers to the ways in which people externally communicate their gender identities to others through behavior, clothing, haircut, voice, or other forms of presentation.

Gender fluidity: Conveys a wider, more flexible range of gender expression, with interests and behaviors that may even change from day to day. Gender fluid children do not feel confined by restrictive boundaries of stereotypical expectations of girls or boys. In other words, they may feel they are girls some days and boys on others, or possibly feel that neither term describes them accurately.

Gender identity: One's internal, deeply held concept of self as male or female, or both, or neither—how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from the sex assigned at birth. Individuals become conscious of this between the ages 18 months and 3 years.

Gender nonconforming: A term used to describe some people whose gender expression is different from conventional expectations of masculinity and femininity. Please note that not all gender nonconforming people identify as transgender, and all transgender people do not identify as gender nonconforming.

Gender privilege/cisgender privilege: Refers to unearned benefits awarded to those whose internal gender identity, perceived gender, and/or expressed gender matches cultural gender expectations for their assumed biological sex (Case, Kanenberg, Erich, & Tittsworth, 2012, p. 147).

Gender variant: A synonym for *gender diverse* and *gender nonconforming*; the terms *gender diverse* and *gender nonconforming* are preferred to *gender variant* because variance implies a standard normativity of gender.

Male to female (MtF): Describes the trajectory of a person who is changing or has changed his or her body and lived gender role from a birth-assigned male to affirmed female.

Non-binary system of gender: An understanding of gender as a spectrum in which biology, gender expression, and gender identity intersect in a multidimensional way; allows for an array of possibilities and represents a more nuanced and authentic model of human experiences of gender.

Preferred gender pronoun (PGPs): Several pronouns that are not gender-specific are used by some people to describe themselves. For example, ze/zir or they/them/their may be used instead of he/him and she/her.

Sexual orientation: Describes an individual's enduring physical, romantic, and/or emotional attraction to another person. Sexual orientation and gender identity are separate, distinct parts of overall identity. Transgender people may be straight, lesbian, gay, bisexual, or have fluid sexuality.

Transgender: An umbrella term referring to any individuals whose gender identity is incongruent with their assigned sex at birth.

Transgender affirmative practice: Refers to a non-pathologizing approach to social work practice that accepts and validates all experiences of gender. This approach embraces a non-binary system of gender. Transgender-affirmative practitioners recognize the interpersonal, social, cultural, and political barriers that impede on the safety and well-being of individuals whose experiences of gender lie outside the gender binary. Transgender-affirmative practitioners acknowledge the negative effects of transphobia and work to address them.

Transition: Refers to the process of changing from the gender roles and expectations associated with one's sex assigned at birth to align one's external appearance and behaviors more closely with one's gender identity. Transitioning may, but does not always, include changing one's name, manner of dress and grooming, legal documents, and/or body through surgery or hormones.

Transphobia: Intense dislike of or prejudice against transgender people or irrational fear, anger, hatred, disgust, for and/or discomfort with individuals who do not conform to society's gender expectations.

Two spirit: A contemporary term that refers to the historical and current First Nations people whose individual spirits were a blend of male and female spirits. This term has been reclaimed by some in Native American LGBTQQ communities to honor their heritage and provide an alternative to the Western labels of gay, lesbian, bisexual, or transgender.