

CONTINUING  
EDUCATION  
SERIES

# PSYCHOLOGICAL ASSESSMENT CONSIDERATIONS

Transgender, Gender Diverse & Gender Expansive



Sept - Nov 2023  
12 pm - 1 pm EST



Virtual



SOCIETY OF  
CLINICAL PSYCHOLOGY



DIVISION 12  
American Psychological Association



ASSESSMENT PSYCHOLOGY

# Psychological Assessment Consideration: Working with Transgender, Gender Diverse, and Gender Expansive Individuals

This 6-session continuing education series is a collaborative effort by the Psychological Assessment Section, the Society of Clinical Society (APA Division 12), and the Society for the Psychology of Sexual Orientation and Gender Diversity (APA Division 44).

Psychological assessments play an important role in diagnostic and treatment decisions, often informing high stakes decisions. In order to provide equitable and effective outcomes we have to consider our clients' socio-cultural-political experiences, one facet being gender. Transgender and gender expansive (TGE) or gender diverse (TGD) individuals are uniquely vulnerable to harassment and discrimination in healthcare settings (Snow et al., 2019), however only a small body of literature is available to guide clinicians work with TGE community, and within the context of assessment work (e.g., Bryant et al., 2021; Keo-Meier & Fitzgerald, 2017). Increasing our understanding of the experiences of transgender, diverse, and expansive individuals is essential for reducing harm and promoting gender affirming psychological assessments (Hendricks & Testa, 2012). While it is not possible to cover all elements of such work, this webinar series aims to address multiple aspects towards adapting this approach including the importance of terminology, power in privilege in the assessment relationship, specific considerations in neuropsychological and personality assessment, minority stress, as well as ethical and legal issues.

*Although the series presenters are a diverse group in many ways, the Assessment Section would be remiss in not acknowledging that all of them are white and they do not represent a range of racial and ethnic identities. The series content will include such issues along with intersectionality considerations as they are critical in the context of psychological assessment. The Assessment Section strives to overcome the lack of diversity in our field.*



**Continuing Education Credits:** Society of Clinical Psychology, Division 12 of APA is approved by the American Psychological Association to sponsor continuing education for psychologists. Society of Clinical Psychology, Division 12 of APA maintains responsibility for this program and its content.

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# **Psychological Assessment Consideration: Working with Transgender, Gender Diverse, and Gender Expansive Individuals**

## **Cost:**

The sessions are **free** to members of the Psychological Assessment Section, Division 12, or Division 44.

Join Division 12 - Society for Clinical Psychology: <https://div12.org/membership/>

Join the Assessment Section, Division 12 - Society for Clinical Psychology:  
<https://apadiv12secix.com/membership/>

Join Division 44 - Society for the Psychology of Sexual Orientation and Gender Diversity:  
<https://bit.ly/APADIV44MEMBERSHIP>

Full series (non-members): \$200

Individual sessions (non-members): \$50

Recorded sessions with CE (non-members): \$40

## **Registration:**

Register for the entire webinar series or selected webinar(s) of interest at:  
<https://div12.org/live-webinars/>

**If you require any special needs assistance or have further questions, please contact the SCP Central Office at [scpd12ce@gmail.com](mailto:scpd12ce@gmail.com).**

# AGENDA

CE SESSION	SESSION SPEAKERS	DATE & TIME
Gender Identity: Terminology and beyond in the context of psychological assessment	Cyrano Patton & Cole Morris	Friday, Sept. 8, 2023 12 pm - 1 pm EST
Addressing Power and Privilege When Assessing Transgender and gender diverse (TGD) Clients	A. Jordan Wright & Cole Morris	Friday, Sept. 22, 2023 12 pm - 1 pm EST
Considerations for neuropsychological assessment with transgender clients	Colt St. Amand	Friday, Oct. 6, 2023 12 pm - 1 pm EST
Considerations for personality assessment with Transgender and gender-diverse clients	Tiffany Russell & Kelci Davis	Friday, Oct. 10, 2023 12 pm - 1 pm EST
Evaluating and Integrating Transgender and gender-diverse Minority Stress and Gender Dysphoria in Assessment	Kelly Ducheny & A. Jordan Wright	Friday, Nov. 3, 2023 12 pm - 1 pm EST
Ethical, legal, and advocacy considerations in assessment feedback with Transgender and gender-diverse clients	Luke Allen	Friday Nov. 17, 2023 12 pm - 1 pm EST

# CE SERIES SPEAKERS



**Cole Morris (They/Them)** is a doctoral candidate in the Counseling Psychology program at Texas Tech University earning a doctoral minor in Women and Gender Studies. They previously received dual Masters' degrees from Ball State University in Clinical and Quantitative Psychology. Cole's research focuses on understanding the influence of gender minority stress on psychological testing and assessment outcomes as well as the clinical application of these findings. Cole takes a feminist and social justice approach to clinical work both in their work with LGBTQ+ adults and psychological assessments in community settings. Cole's scholarship and commitment to diversity, equity, and inclusion have produced multiple grant-supported projects and research awards including from the Society of Personality Assessment.



**Cyrano Patton Ph.D., (They/Name)** is a licensed clinical psychologist with over ten years of experience conducting and teaching psychological and neuropsychological assessment, and experience as Director of the Heart to Heart Research Lab and Co-Director of the Assessment Center at Alliant International University, Emeryville. Dr. Patton has supervised research projects on the impact of COVID and related policies on the mental health based on racial, sexual, gender, and disability identity, and the influence of personality and gender identity in collaborative decision-making. Dr. Patton conducts workshops and CE trainings on gender-affirming practices in all domains, from psychology training programs, during psychotherapy and assessment, and within lay organizations and companies. As a trans, non-binary-identified queer person, Dr. Patton has a vested interest in trans and gender expansive (TGE) inclusive research, therapy, and assessment practices, and dismantling cissexism as well as systemic oppression of all vulnerable sociodemographic identities.



**Kelci C. Davis, M.A. (She/They)** is a fifth-year doctoral candidate in the Clinical Psychology program at Sam Houston State University. Her research interests broadly include multicultural aspects of personality psychopathology and assessment, particularly in the gender and sexual minority community. These interests culminated in her ongoing dissertation, titled "Gender Euphoria: Exploring a Potential Protective Factor Against Psychopathology in Transgender and Gender Diverse Populations." Currently, she spends her free time working with various DEISJ committees, gaming, and outdoors with her pets.

# CE SERIES SPEAKERS



**A. Jordan Wright, PhD, ABAP, ABPP (He/Him)** is a Clinical Associate Professor, PhD Program Director, and Founding Director of the Center for Counseling and Community Wellbeing at New York University. He has written broadly on evidence-based psychological assessment, as well as focusing on social justice issues in the assessment process. With his colleague Kesia Constantine, he developed a structured interview process to help clinicians understand the lived experience of clients related to culture, privilege, and oppression, the Wright-Constantine Structured Cultural Interview (WCSCI). He is currently editing *Essentials of Culture in Psychological Assessment* with Wiley Publishers.



**Dr. Luke Allen (He/Him)** is a licensed psychologist in Oregon and Nevada in full-time telehealth private practice. He works primarily with transgender and non-binary youth and their families on matters related to gender identity and the broad LGBTQ+ population. He is a Certified World Professional Association for Transgender Health Care (WPATH) Global Education Initiative Standards of Care 7 Member. Dr. Allen previously served as co-chair of the WPATH Student Initiative and was the elected student representative to the WPATH Board of Directors. He currently serves on the WPATH Ethics Committee. Dr. Allen has published qualitative, quantitative, and theoretical articles on transgender health, gender-affirming psychological assessment, and ethics. He received two years of training as an assessment specialist during his doctoral training. His dissertation research was the first study to demonstrate decreased suicidality and increased well-being among adolescents following gender-affirming hormones.



**Tiffany D. Russell, PhD (She/Her)** is an Assistant Professor of Clinical Psychology at the University of North Dakota and a licensed psychologist. Her research interests include validating personality disorder assessment instruments in marginalized and underserved populations, particularly sexual and gender minority groups. Dr. Russell has a private practice in which she assesses and treats personality disorders, trauma, and severe anxiety and mood disorders in sexual and gender minority populations. She is also an advocate for LGBTQIA+ rights and she recently published an article in *USA Today* describing gender-affirming clinical care of transgender children and adolescents.

# CE SERIES SPEAKERS



**Colt St. Amand, Ph.D., M.D. (He/They)** is licensed psychologist and board-certified Family Medicine physician who serves as the medical director of the Gender Wellness Center of the Bassett Health Network in upstate New York. He is an assistant professor in the Department of Psychology at the University of Houston and in the Vagelos College of Physicians and Surgeons at Columbia University. Dr. Colt specializes in research, consultation, training, and clinical treatment with transgender and gender diverse people of all ages in their families.

**Dr. Colt** has published dozens of peer-reviewed research articles in the field of gender health. He served as an author of the most recent World Professional Association of Transgender Health Standards of Care, specifically the Hormone Therapy chapter. They serve as the Chief Educational Officer of the Gender U, an online education platform educating providers on caring for transgender and gender diverse people. Dr. Colt was a founder of Gender Infinity, a Texas based education and support organization.

**Dr. Colt** received his Ph.D. in child-family Clinical Psychology from the University of Houston in Houston, TX and his M.D. from the University of Texas Medical Branch in Galveston, TX where they were a William Osler student scholar. He was the inaugural Interprofessional LGBT Health Care fellow at the Michael E. DeBakey VA Medical Center in Houston, TX



**Kelly Ducheny, PsyD (She/Her)** is a licensed health psychologist and the Senior Advisor, Education and Clinical Practice at Howard Brown Health, an LGBTQ federally qualified health center (FQHC) in Chicago. Kelly completed a postdoctoral fellowship in integrated care at the Center for Healthy Communities at Wright State University and received a specialty certification in Primary Care Behavioral Health from the Center for Integrated Primary Care at the University of Massachusetts Medical School in 2013. Kelly was a member of the American Psychological Association (APA) Task Force that developed the Practice Guidelines for Working with Transgender and Gender Non-Conforming People (2015) and is honored to be a Co-Chair of the new APA Task Force that is revising them now. Kelly co-led the WPATH Standards of Care (SOC) Version 8 Adult Assessment chapter and is the USPATH Education Committee Chair. Kelly was the primary investigator of a 5-year HRSA Special Project of National Significance (SPNS) grant exploring engagement and retention of transgender women of Color in HIV care that developed an intervention that was selected for inclusion in the 2022 HRSA Ryan White HIV/AIDS Best Practices Compilation. Kelly has published and presented in the areas of transgender and gender diverse (TGD) health, graduate education, HIV, integrated care, behavioral health outcome assessment, LGBTQ health care and professional practice. Having been involved in Howard Brown Health for over 14 years, Kelly develops and provides interdisciplinary education on a variety of topics affecting LGBTQ+ communities.

# SESSION DETAILS

## Session One

**Date:** 9/8/2023

**Title:** Gender Identity: Terminology and beyond in the context of psychological assessment

**Presenters:** Cyrano Patton & Cole Morris

### Overview:

While sexual minority identities have become less and less pathologized since their appearance and removal from the DSM, transgender and gender expansive (TGE) identities and affirmation is still poorly understood and practiced within clinical psychology, broadly. Indeed, transphobia and related microaggressions can and do even occur during a TGE person's own psychotherapy (Elder, 2016). Despite the importance of honoring intersectionality in all branches of psychology ([American Psychological Association, 2017](#)), the area of psychological assessment is a particularly fraught area for TGE individuals, that has received little attention (but see [Keo-Meier & Fitzgerald, 2017](#) for one excellent example). This webinar will first focus on understanding the history, impact, and importance of affirming practices for TGE people. Research suggests that increasing understanding of TGE identities and experiences is the best way to reduce harms to these communities (Hendricks & Testa, 2012; Bryant et al., 2021). Then, specific ways in which TGE identities, terminology, and lived experiences arise in the context of assessment will be outlined. This webinar component will lay the groundwork for later lenses and concrete strategies to improve equity, inclusivity, and affirmation of TGE identities within psychological assessment.

### Learning Objectives:

1. Sensitively define and describe some TGE identities and vulnerabilities, using gender-affirming language, and how these relate to components of psychological assessments.
2. Analyze and discuss the harmful impact of applying majority frameworks, i.e. cisgender and heteronormative ideologies to TGE clients.
3. Demonstrate and apply cultural humility to psychological assessment with TGE clients.



# SESSION DETAILS

## Session Two

**Date:** 9/22/2023

**Title:** Addressing Power and Privilege When Assessing Transgender and gender diverse (TGD) Clients

**Presenters:** A. Jordan Wright & Cole Morris

### Overview:

This presentation will focus on the role of power and privilege in the psychological assessment process with transgender and gender diverse clients. The role of power in the dynamics of the relationship between assessor and client will be discussed, specifically as related to the quality of the relationship/alliance (e.g., Applegarth & Nuttall, 2016; Hunt, 2014) and the resulting quality of data likely to emerge from client self-report (via interviews, self-report survey measures, etc.). Finally, recommendations will be made (consistent with recent literature like Budge & Moradi, 2018; Terry et al., 2010) for addressing power and privilege in the process, with a focus on evidence-based assessment (Wright et al., 2022).

### Learning Objectives:

1. Identify three ways power can affect the assessment process with TGD clients.
2. Discuss how unattended power in the assessment relationship can affect data quality.
3. Describe three ways to engage TGD clients that is attentive to power and privilege in the room.

# SESSION DETAILS

## Session Three

**Date:** 10/6/2023

**Title:** Considerations for neuropsychological assessment with transgender clients

**Presenter:** Colt St. Amand

### Overview:

This webinar focuses on evidence-based guidelines and practice regarding affirmative assessment with transgender individuals. To prevent inaccurate and potentially harmful evaluations, assessors with insufficient knowledge and training on assessment with trans clients are to seek supervision and consultation from more experienced providers and communicate with experts. When conducting pre-hormone evaluations, providers are to be mindful of evidence for affective and cognitive modifications correlated with beginning hormone therapy (HT). Though future research may illuminate the specific mechanisms and predictors of these changes, it cannot be presumed that no changes will occur after initiating HT. Moreover, not providing HT to a trans adult due to suicidality or other mood disorder symptoms, which would likely ameliorate from HT, is not an affirmative practice and is likely to cause harm. Presurgical evaluations for surgery related to gender transition are significantly distinct from presurgical evaluations for other conditions regarding goals. Therefore, a medical decisional capacity model is more concordant with an affirmative assessment approach.

### Learning Objectives:

1. Demonstrate an understanding of the gender-affirmative model (GAM) and the gender minority stress model that guide clinicians' choice of psychological tools, scoring, interpretation and conceptualization of transgender individuals' experiences, including strengths, when engaging in assessment.
2. Distinguish mental health symptoms from clients' unique experiences and strengths related to gender dysphoria.
3. Apply a medical decisional capacity model consistent with an affirmative assessment approach.

# SESSION DETAILS

## Session Four

**Date:** 10/20/2023

**Title:** Considerations for personality assessment with transgender and gender-expansive clients

**Presenters:** Tiffany Russel & Kelci Davis

### Overview:

Assessment services often include an evaluation of one's personality functioning, and the most common personality assessments include gender-specific norming samples. While incorporating gendered norms limits stereotype threat, testing bias, and discrimination (particularly against cisgender women; Mason et al., 2017), few instruments go beyond the gender binary and consider transgender and gender expansive (TGE) clients in their norming samples. This presents a challenge for providers working within TGE populations. Fundamentally, complications begin when examiners must select the TGE client's sex based on the gender binary, and they persist throughout data interpretation, case conceptualization, and report-writing (Webb et al., 2016). In this webinar, we review current empirical findings, theoretical considerations, and future directions for personality assessment in TGE clients. We also review the Gender Affirmative Model (GAM; Hidalgo et al., 2013), the Gender Minority Stress Model (Hendricks & Testa, 2012; Meyer, 2003), and current APA ethical guidelines (APA, 2017; 2020) and recommendations (e.g., Keo-Meier & Fitzgerald, 2017) as they apply to personality assessment with TGD clients.

### Learning Objectives:

1. Discuss current empirical findings, theoretical considerations, and future directions for personality assessment research in the transgender and gender expansive (TGE) community.
2. Describe the challenges TGE clients face when participating in personality assessments.
3. Assess how different TGE experiences (e.g., gender euphoria, discrimination, transitioning) affect their personality functioning, well-being, and impairment.
4. Apply the Gender Affirmative Model, the Gender Minority Stress Model, and APA recommendations to personality assessment in TGE clients.

# SESSION DETAILS

## Session Five

**Date:** 11/3/2023

**Title:** Minority Stress in the Assessment of Transgender and Gender Diverse Clients

**Presenters:** Kelly Ducheny & A. Jordan Wright

### Overview:

This presentation will focus on assessment of minority stress in transgender and gender diverse (TGD) clients, including the potential impact that minority stress can have on identity development and mental health. We will focus on 1. What minority stress looks like in TGD populations; 2. How minority stress can impact identity development, gender dysphoria and mental health; 3. How minority stress may show up in and affect the assessment process and assessment results; 4. Measures to assess minority stress; and 5. How to integrate the construct of minority stress into clinical formulation. Minority stress theory and its adaptations for use with the TGD populations (Hendricks & Testa, 2012; Lefevor et al., 2019) will be used as a basic framework, as will models of evidence-based psychological assessment (Wright et al., 2022) and models for integrating context and culture into psychological assessment (Wright, 2021). Special focus will be paid to the link between minority stress and gender dysphoria (Lindley & Galupo, 2020), as well as several specific measures that can be useful in assessing these constructs with TGD clients.

### Learning Objectives:

1. Identify links between minority stress and other psychological constructs within the TGD community.
2. Discuss three survey measures that may be useful when assessing the experiences of TGD clients.
3. Integrate information about minority stress in TGD populations within case formulations.

# SESSION DETAILS

## Session Six

**Date:** 11/17/2023

**Title:** Assessment with Transgender and Gender-Diverse Clients: Ethical & Legal Considerations

**Presenter:** Luke Allen

### Overview:

The World Professional Association of Transgender Health (WPATH) Standards of Care 8 (SOC 8) recommends that clients undergoing gender-affirming surgeries have an assessment (depending on the surgery) from health care providers experienced in gender care (Coleman et al., 2022). A letter of support is typically required prior to the provision of transitional medical interventions and for insurance coverage. This presentation provides a brief ethics overview, emphasizing the guiding principles of the American Psychological Association guiding principles (APA; as also discussed by Beauchamp & Childress, 2019) to utilize as a framework for evaluating ethical questions in assessment with transgender and non-binary clients. The SOC 8 and current state of affairs are discussed, with a focus on areas of perceived tension with regard to assessment as well as its usefulness (Brown et al., 2020; Allen et al., 2021). Specifically, aspects such as models of informed consent (Ashley scope of practice for the mental health professional) are discussed.

### Learning Objectives:

1. Articulate areas of perceived tension between the guiding principles of the American Psychological Association with regard to assessment for transgender and non-binary clients.
2. Describe three models of informed consent with regard to gender care for transgender and non-binary clients.
3. List key areas of assessment when evaluating and referring to gender confirmation surgeries.