

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 15-19, 2024**Sebastian Barr, PhD*****Affirming and Effective Work with Trans and Nonbinary Adolescents and Young Adults*****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online**

Mental health clinicians and other youth workers across diverse settings and specialties are increasingly called upon to provide competent and sensitive care to trans* adolescents and young adults. In an era where young people have more freedom to determine and express diverse gender identities, our society has seen a marked increase in the proportion of out trans youth, while interpersonal bias, structural hostility, and lack of affirmation continue to put these young people at high risk for psychological distress and in need of adequate support and mental healthcare. And yet, many clinicians and other youth workers have not received focused training on the unique experiences and needs of trans adolescents and young adults, nor the specific challenges and opportunities in working with this group. This course aims to address the gap between current need and existing education/training, with a grounding mission of contributing to a world in which trans youth have unbridled access to joy and thriving.

Over five focused but engaging days, we will delve into what is known about trans young people's mental health – reviewing the research and clinical literature, listening to trans people's stories, and sharing case examples; we will apply multiple models to better understand the holistic picture of trans youths' psychological distress and wellbeing. We will then focus on clinical approaches, moving from broad strategies and considerations to specific interventions that both address the harm and risk these young people face and build upon existing strengths to foster resilience and joy. This course will also include specific attention to how clinicians can work effectively with clients' micro- and even macro-systems (e.g., family, school, faith group, sociopolitical climate), as these are key facets of young people's world and have an incredible impact on trans youths' wellbeing.

*The term trans is used here as an adjective that is inclusive of all whose gender differs markedly from the sex label they were assigned at birth, including nonbinary youth, trans girls/women, and trans boys/men.

Sebastian Barr, PhD, (he/him), is a counseling psychologist who works as a psychotherapist, researcher, consultant, and educator. He has contributed to multiple academic and clinical texts on affirming and trauma-informed psychotherapy with members of the trans community, including two chapters in the recently published American Psychiatric Association textbook *Gender-Affirming Psychiatry*, and he frequently offers lectures and workshops on this topic. Dr. Barr was the recipient of the 2014 Trans Research Award from American Psychological Association's Society for the Psychology of Sexual Orientation and Gender Diversity and the 2023 Early Career Clinical Practice Award from the Society for Counseling Psychology. Additionally, he is a past scholar-in-residence at Faberllull in Olot, Catalonia/Spain. Dr. Barr is a proud trans man, and incorporates personal and community perspectives in his work as appropriate.

Speaker Disclosures:

Financial: Sebastian Barr has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Sebastian Barr has no relevant non-financial relationships with ineligible organizations.

Course Agenda**Monday:
Introduction**

- Getting on the same page with shared language: Introduction to gender diversity and non-cisgender identities/experiences
- Reviewing framework of intersectionality
- Reflecting on positionality (i.e., our own identities, backgrounds, biases)
- Grounding in trans liberation, joy, thriving
- Hearing from trans young people themselves

Tuesday:**Understanding trans youths' mental health and needs**

- Developmental tasks unique to trans young people
- Negative impacts of non-affirmation, bias experience, & hostile sociopolitical climate
- Protective role of familial support
- Critical resilience factors
- Potential co-occurring issues, including disordered eating
- The current state of trans competency in mental healthcare

Sebastian Barr, PhD | Affirming and Effective Work with Trans and Nonbinary Adolescents and Young Adults | July 15-19, 2024**Wednesday:****Gender dysphoria, gender euphoria, & gender-affirming healthcare**

- In-depth exploration of gender dysphoria and how this manifests in trans teens and young adults
- Known sources of gender euphoria and relief from dysphoria
- Overview of affirmation processes/steps, including medical affirmation, AKA gender-affirming healthcare (i.e., hormones, surgeries)
- Ethical and clinical considerations regarding gender-affirming healthcare, including letter writing for healthcare referrals
- Affirming clinical strategies for helping young people reduce distress related to gender dysphoria

Thursday:**Effective and affirming psychotherapy**

- Critical considerations in clinical work with trans adolescents and young adults
- (Mis)diagnosis and treatment planning concerns
- Applying principles of trauma-informed care
- Facilitating client-led/paced gender exploration
- Interventions and approaches that foster resilience and protective factors

Friday:**Looking beyond the therapy room**

- Review ecological systems framework of risk and protective factors
- Working therapeutically with family, schools, and other microsystems
- Strategies for supporting young people in hostile microsystems and sociopolitical climates
- Resistance efforts in states with harmful legislation and policy
- Envisioning and working toward better futures: Return to our grounding in trans liberation, joy, thriving

Course Objectives

Upon completion of this course participants will be able to:

1. Define gender diversity and transness and differentiate between gender identities and gender expression
2. Identify and briefly describe at least two developmental tasks unique to or different for trans adolescents and/or young adults
3. List at least three evidence-based protective factors for trans youth
4. Name multiple examples of non-affirmation, bias, and other gender minority stressors trans youth face
5. Describe the trauma framework for understanding gender minority stress
6. Identify at least two resources for trans youth struggling with disordered eating
7. Describe the experience of gender dysphoria and discuss how this can impact trans youths' mental health
8. Develop effective case conceptualization and differential diagnosis for a young person experiencing gender dysphoria
9. Demonstrate how to work with trans youth to collaboratively identify sources of gender euphoria and/or relief from gender dysphoria that are relevant to that young person
10. Identify key features in the companionship model of referral letter-writing for gender-affirming medical care
11. Describe how to apply the principles of trauma-informed care to work with trans youth
12. Identify three sources of resilience for trans people
13. Describe three interventions that target known sources of trans resilience
14. Apply the ecological systems model to trans youth case conceptualization and identify potential risks and potential protective factors in at least two microsystems and one macrosystem
15. Identify and access at least three resources to support trans young people and their families outside of psychotherapy

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Affirming and Effective Work with Trans and Nonbinary Adolescents and Young Adults, Course # 5618, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Regulatory boards are the final authority on courses accepted for continuing education credit. ACE course approval period: 5/6/2024-5/6/2026. Social workers completing this course receive 10 cultural competency and 5 clinical continuing education credits.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

Tuition, Registration & Course Formats

Registration:

Visit www.cape.org to register for our In-Person & Live-Online course offerings. All major credit cards are accepted. No cash or check payments will be accepted.

Course Formats:

In-Person Course Format: Monday through Friday from 9:00a.m. to 12:30p.m. EDT with a 30-minute break.

In-Person Location:

Nauset Regional Middle School, 70 MA-28, Orleans, MA 02653

Live-Online Course Format:

Interactive synchronous online: Live-Online sessions are held via Zoom Meetings Monday-Friday mornings from 9:00a.m. - 12:30p.m. EDT, with a 30-minute break. Live-Online courses will include opportunities for interaction with colleagues and faculty members via group discussions, break-out groups, and Q&As.

System requirements: • Operating Systems: Windows XP or higher, MacOS 9 or higher, Android 4.0 or higher • Internet Browser: Internet Explorer 9.0 or higher, Google Chrome, Firefox 10.0 or higher • Broadband Internet connection: Cable, High-speed DSL & any other medium that is internet accessible

Tuition:

In-Person Course:

Early Tuition Rate: \$700 (through 04/01/2024)

Full Tuition: \$750

Full-time graduate students, doctoral students, and resident physicians must upload documentation at the time of registration to qualify for a reduced tuition of \$575 for in-person courses.

Live-Online Course:

Early Tuition Rate: \$575 (through 04/01/2024)

Full Tuition: \$625

Full-time graduate students, doctoral students, and resident physicians must upload documentation at the time of registration to qualify for a reduced tuition of \$450 live-online courses.

Veteran Affairs Employees:



MAK Continuing Education, LLC, Cape Cod Institute is vendorized in SAMS in station 703. Active-duty and retired military members are eligible for 10% off. Please upload your military ID / verification at the time of registration and you will automatically get the discounted rate.

Cancellation & Refund Policy

Up until two weeks (14 days) prior to your course start date: For cancellations (in person & online), you will receive a full refund less \$50 cancellation fee.

Within two weeks: If you give notice between fourteen and one day(s) before your course start date a credit for a 2024 Cape Cod Institute program is available. Credit may be applied to any 2024 or 2025 Cape Cod Institute course. There will be no price reduction for switching to a live-online course within two weeks of the course start date.

Once your course begins: No credit or refund is available if you cancel on the arrival day, if you do not show up, or if you leave an event early for any reason. No refund will be available if you attend a program and are dissatisfied with its presentation or content. If you need to leave for any reason, no partial credit can be given.

You can notify our staff of your cancellation at info@cape.org or by calling + 1 (203) 781-6492.

Please visit <https://www.cape.org/policies> for more information.

Continuing Education Information

Full attendance of in-person and live-online courses is required to meet the standards of accrediting organizations. No partial credits will be provided. CE certificates are distributed by email for both in-person and live-online courses following the conclusion of your 15-hour course, confirmation of full attendance, and completion of an online evaluation form.

You will receive additional details regarding the online evaluation process at the end of your assigned course. Evaluations must be submitted within three weeks of the end date of your course. You will receive a copy of your certificate of attendance with detailed CE approval statements, once you submit your evaluation. Please check with your regulating body/organization that this certificate is sufficient proof for you to claim continuing education credits/credit hours/clock hours/contact hours.

Most courses are eligible for 15 credits/credit hours/clock hours/contact hours. Exclusions will be listed on individual course pages as well as below. Please check individual course pages for course learning objectives.

All courses are open and suitable for all clinicians and learning levels, beginning, intermediate and advanced unless otherwise noted on the course page.

Please contact your licensing board to determine your continuing education requirements and check for reciprocal approvals.

Continuing Education Approvals:

Current continuing education approvals for MAK Continuing Education, LLC, Cape Cod Institute are listed on our website: <https://www.cape.org/ce-credit>

You can also contact our staff with any CE-specific questions at + 1(203) 781- 6492 or info@cape.org.

Travel Information

All in-person sessions are held at the Nauset Regional Middle School at 70 MA-28, Orleans, Massachusetts. Orleans is a 2-hour drive from Boston or Providence (expect traffic delays on Saturdays). There are scheduled flights from Boston and Providence to Hyannis, a 40-minute drive to Orleans. A car is needed for full access to lower Cape Cod. Biking around Orleans is easily done via the rail trail, and local buses between towns are available.

Cape Cod is about 70 miles long, and 75 miles from Logan Airport in Boston and Green Airport in Providence, Rhode Island. Driving distances to the Lower and Outer Cape are:

Boston 77 miles; Providence 77 miles; New York City 245 miles; Montreal 355 miles.

Please visit our travel page for specific directions, lodging and travel information: <https://www.cape.org/travel>

Contact Information

Cape Cod Institute Administration
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E-mail: info@cape.org

Please contact us by email or phone with any questions regarding accessibility accommodations, questions, or concerns.

JULY 1-AUGUST 23, 2024

JULY 1-5, 2024

Janina Fisher, PhD

Transforming Trauma-Related Resistance and Stuckness

In-Person & Live-Online

Rubin Naiman, PhD, FAASM

Healing Our Sleep, Dreams, and Consciousness: An Integrative Approach

In-Person & Live-Online

LaTonya Wilkins, PCC, MBA

Belonging: Fostering Psychological Safety and Below the Surface Leadership in Organizations, Clients, and Yourself

In-Person & Live-Online

JULY 8-12, 2024

Lana Epstein, MA, LICSW

Putting It All Together: Combining Somatic and Ego-State Therapies with EMDR to Change the Valence of Emotional Memories

In-Person & Live-Online

Barry Prizant, PhD, CCC-SLP

Understanding and Supporting Autistic and Neurodivergent Individuals through the Uniquely Human Lens

In-Person & Live-Online

Licia Sky, BFA

Embodied Awareness: The Art of Presence and Attunement

In-Person Only

Bessel van der Kolk, MD

Frontiers of Trauma Treatment

In-Person & Live-Online

JULY 15-19, 2024

Sebastian Barr, PhD

Affirming and Effective Work with Trans and Nonbinary Adolescents and Young Adults

In-Person & Live-Online

James Hawkins, PhD, LPC

Facilitating the Function of Attachment in Distressed Adult Romantic Relationships: An Emotionally Focused Therapy (EFT) Framework

In-Person & Live-Online

Stewart Levine, JD

Building a Culture of High Performance Sustainable Collaboration: Mindset and Tools

In-Person Only

Richard Schwartz, PhD & Jeanne Catanzaro, PhD

Internal Family Systems Workshop

In-Person & Live-Online

JULY 22-26, 2024

Deb Dana, LCSW

Polyvagal Theory in Therapy: Practical Applications for Treating Trauma

In-Person & Live-Online

John Forsyth, PhD & Jamie Forsyth, PhD

Harnessing the Transformative Power of Mindful ACT Therapy: How to Live Well When Life is Hard

In-Person & Live-Online

Flint Sparks, PhD

Growing Up and Waking Up: Applied Mindfulness in Psychotherapy and Buddhist Practice

In-Person Only

Cece Sykes, LCSW, ACSW

Internal Family Systems and Compassion for Addictive Processes

In-Person & Live-Online

JULY 29-AUGUST 2, 2024

Margaret Blaustein, PsyD

Fostering Resilience in Trauma Impacted Youth through Attachment, Regulation, and Competency

In-Person & Live-Online

Diana Fosha, PhD, Kari Gleiser, PhD, & Ben Medley, LCSW, with Molly Eldridge, LICSW

"HOT" Topics in AEDP™

In-Person & Live-Online

Franklin King, MD

The Promise of Psychedelics: A Critical Look at the Therapeutic Potential of Psychedelic-Assisted Treatments

In-Person & Live-Online

Juliet King, PhD, ATR-BC, LPC, LMHC

Arts & the Brain: Evidence-Based Therapeutic Arts Interventions for Optimal Health & Well-Being

In-Person Only

AUGUST 5-9, 2024

Harville Hendrix, PhD, Helen LaKelly Hunt, PhD, Carol Kramer, LICSW, & Joanne Audyatis, LMHC

IMAGO: Proven Strategies for Helping Couples Move from Conflict to Connecting

In-Person & Live-Online

Deborah Korn, PsyD

EMDR Therapy and the Treatment of Complex PTSD in Adult Survivors of Childhood Abuse and Neglect

In-Person & Live-Online

AUGUST 5-9, 2024

George McCloskey, PhD

Intervention for Child and Adolescent Executive Function Difficulties

In-Person Only

Maria Sirois, PsyD

Paradoxes in Resilience: Leveraging Moments of Grief, Illness, Hardship and Sudden Change to Accelerate Growth

In-Person & Live-Online

AUGUST 12-16, 2024

Bob Anderson

The Journey of Conscious Leadership

In-Person Only

Edward Hallowell, MD

Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span

In-Person & Live-Online

Donald Meichenbaum, PhD

Addressing Issues of Violence and Aggression in Individuals and Communities: Development, Prediction, and Intervention

In-Person & Live-Online

Ronald D. Siegel, PsyD

What Clinicians Need to Know about Non-Ordinary States: Mindfulness, Compassion, & Psychedelic-Assisted Psychotherapy

In-Person & Live-Online

AUGUST 19-23, 2024

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

In-Person Only

Mary-Frances O'Connor, PhD

The Grieving Brain: The Surprising Science of How We Learn from Love and Loss

In-Person & Live-Online

Jonah Paquette, PsyD

Positive Psychology 2.0: Creating a Life of Meaning, Purpose, and Connection

In-Person & Live-Online

Eboni Webb, PsyD, HSP

Dialectical Behavior Therapy (DBT): Effective Tools for Navigating Trauma and Attachment in Complex Clients Across the Lifespan

In-Person & Live-Online

All courses are suitable for all clinicians and learning levels, beginning, intermediate, and advanced unless otherwise noted.

For a complete list of CE approval statements, please visit: www.cape.org/ce-credit

FOR COMPLETE COURSE INFORMATION AND TO REGISTER, VISIT: www.cape.org