Course Title: Transgender Health
Course Number: UGPH 0646
Course Location: School of Public Health, Room 234 (Piscataway campus)
Hybrid Zoom: ID – 985 2922 9211, passcode - 183943
Course Date & Time: Tuesdays, 6–8 PM
Course Instructor: Caleb LoSchiavo, MPH, PhD Candidate, Rutgers School of Public Health; Contact: caleb.loschiavo@rutgers.edu
Office Hours: Tuesdays 5–6 PM in Piscataway; Newark/Zoom by appointment
Course Assistant: None
Course Website: Canvas: https://rutgers.instructure.com/courses/151380
Required Course Text: None – course readings only

Additional/Supplemental Readings/Resources: All assigned weekly readings will be posted on the course Canvas site. Readings should be completed prior to the class for which they are assigned.

Course Description: People who are transgender, gender queer or gender nonconforming are becoming more visible in society. Despite the increased visibility of transgender people and the significant social, political and medical advances regarding sexual orientation and gender identity, gender queer, nonconforming/binary and people that identify as transgender face severe discrimination, stigma, systematic and structural oppression, and violence. This course will examine the health and daily life of people that are transgender, gender queer or gender nonconforming. Students will hear from experts in the field, hear personal stories from adults, parents of transgender, gender queer or gender nonconforming children and adolescents, and participate in events produced by the transgender community. At the completion of the course, students will have a working knowledge of the health and the structural factors (e.g., discrimination, transphobia, harassment, laws, barriers to health services, as well as the social, political and medical advances) that have shaped the lives of transgender people.

Selected Concentration Competencies Addressed: Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the MPH in LGBTQ Health include:

- Describe the concept of gender, sex, gender identity, and sexual orientation as it is situated across culture, history, legal, medicine, and the political context
- Understand the origins, causes and manifestations of health disparities among LGBTQ populations
- Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in specific LGBTQ populations and communities.
- Synthesize the existing literature to identify relevant health problems, policies, programs or gaps in the research to identify research agendas and questions that when addressed will contribute to the improvement of LGBTQ health.

Please visit the Concentration webpages on the School of Public Health’s website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.
Course Objectives: By the completion of this course, students will be able to:

- Understand how the gender binary, and adherence to traditional gender roles, can affect the ways in which psychological, social, behavioral, environmental, and biological factors contribute to specific health inequities among transgender populations;
- Examine the ethical, legal and medical considerations for quality of care, and public health practice for transgender populations;
- Evaluate public policies that may contribute to disparities among transgender populations and assess ways that policies or administrative practices could be shifted in order to protect the rights and health of people who are transgender; and
- Explain how structural factors (e.g., discrimination, transphobia, harassment, laws, barriers to health services) interacts with individual behavioral factors to influence the health disparities among transgender populations.

Course Policies and Expectations

- Class discussion, both during synchronous class sessions and in online discussion boards, is a key component of the learning experience and of grades. Active participation may look different for each student, but is essential nonetheless, and will require (at minimum) completing the course readings and attending class sessions. Participation may include asking and answering questions, engaging in breakout group discussions, utilizing the Zoom chat feature during classes, and being present, attentive, and respectful during lecture and discussions.
- It is strongly encouraged to attend all classes, and to do so on time, but everyone may miss class occasionally for personal reasons. I encourage you to let me know in advance about any absences. Repeated attendance and lateness issues may impact your participation grade.
- You are expected to complete the required readings prior to class. If you are consistently not completing the readings, your participation grade may be reduced.
- All assignments should be completed and submitted on time, based on the due dates listed below. Late assignments may be accepted if you contact me prior to the deadline to discuss.
- This course will strictly adhere to the School of Public Health Honor Code, as described at the end of the syllabus. You are always welcome to contact me with any questions or concerns regarding plagiarism and academic integrity. I have included additional resources on this in our Canvas page.
- I am always available over email to answer any questions you may have regarding the course, and you can expect to receive an answer to your email within 24 hours, excluding weekends and holidays.
- Zoom-specific guidelines:
  o General: Please log into Zoom using your Rutgers ID to ensure you have access to all of the Zoom features available through Rutgers. If you use a different name than what is in the Rutgers system, you can edit your name in Zoom. Make sure to update your Zoom software as needed to ensure you can access all features and do not face any issues logging in. Please do not share the Zoom link with anyone outside of the course.
  o Video: When attending class on Zoom, you are encouraged to be present on camera so that we can build trust and get to know each other better. This facilitates an environment where we can have open discussion about the course materials and topics, as we know we are speaking with other faces and not blank squares. However, you are not required
to be on camera, as this may be difficult based on technological or internet capabilities, or may feel like an invasion of privacy. If you have privacy concerns, you are welcome to use an appropriate virtual background.

- **Audio**: Please mute your microphone when you are not talking, to eliminate distracting background noise and prevent us all from hearing anything you do not want us to hear. Please consider using headphones with a built-in microphone, as they improve audio quality and prevent reverberation/feedback and other audio issues.
- **Chat**: Please be respectful and stay on topic with the course. The chat can be used to ask and answer questions or for other purposes related to the class session. Questions may be asked publicly or privately to the instructor through direct messaging.
- **Recording**: Class meetings will be recorded through Zoom by the instructor and will be made available for streaming through Canvas. Students may not personally record the lecture or take/share screenshots, in order to protect other students’ privacy.

- The syllabus is a fluid document and is subject to changes throughout the semester, particularly based on availability of guest speakers or for other reasons. Any changes will be announced through Canvas, so be sure to pay attention to those course emails. You will be responsible for adhering to any changes in due dates, readings, or other requirements.

**Special Circumstances During COVID-19:**
To keep our on-campus communities safe, compliance with all current guidance and policies as set forth in the Guide to Returning to Rutgers is required at all times and without exception. Students, faculty, staff, or visitors who do not comply with these policies will not be permitted to remain on-site. The use of face-coverings indoors *IS* required in classrooms and offices as well as shared spaces (such as hallways and bathrooms). Rutgers employees and students must use the My Campus Pass symptom checker, a self-screening application, each day when traveling to campus or entering a Rutgers building. Please remember to wash your hands, wear a mask while indoors, particularly in crowded spaces and groups, and stay up-to-date on university guidance by consulting the Guide to Returning to Rutgers and the university’s COVID-19 website.

In addition, the School of Public Health recognizes that students may experience challenges or be negatively impacted due to the COVID-19 pandemic, mental and emotional health toll from systemic racism, altered personal and professional obligations, and other crises existing at the moment in our local, national, and global communities. Students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student’s situation. If additional support is needed, students may reach out to the Office of Student Affairs (studentaffairs@sph.rutgers.edu) or any of the appropriate referral resources listed on the SPH Student Connect Canvas page.

**Course Requirements and Grading:**

**ASSESSMENTS**

1. **Discussion Posts (4)**: Each student will be responsible for four (4) brief discussion posts (200-300 words) based on course lectures and readings. Students are encouraged to read and respond to each others’ posts to generate discussion.
   a. **Post 1**: The first discussion post will be an opportunity to share a bit about yourself, why you are interested in this class, and what you hope to learn this semester.
b. Post 2: Based on the readings and lectures for Week 6, discuss what you think are the most important considerations in healthcare for the populations being highlighted this week. You can choose to discuss trans people of color, trans youth, or both in your post.

c. Post 3: Based on the readings and lectures for Weeks 7-9, choose one health condition and discuss the disparities and healthcare needs for trans populations with that condition.

d. Post 4: Based on what we have learned throughout this semester, discuss one change you would make to improve the health and lives of transgender people.

Due dates:
- Post 1: September 6, 11:59PM
- Post 2: October 12, 11:59PM
- Post 3: November 5, 11:59PM
- Post 4: December 6, 11:59PM

2. Weekly Discussion Questions: Each week, students will be asked to submit a minimum of 2 questions regarding each week’s course materials. Questions will be used to guide discussions in class and, as such, should be thoughtful and demonstrate engagement with the course themes. Due date: 11:59PM, Sundays before class (see Canvas for exact dates)

3. Outside Learning Opportunity: Students will attend one off-campus event focused on transgender health (e.g., film, discussion/lecture). The activity may be virtual or in-person, must focus on the health of transgender populations, and must be developed and delivered by transgender community members. Papers based on activities that are not transgender specific or not developed by transgender people will receive a grade of “0”. Please check with the instructor if you are unsure about whether the potential activity is transgender-focused. Your outside learning opportunity must occur during the semester. A 1–2-page summary of your experience should be submitted no later than the last day of class. Due date: December 14, 11:59PM

4. Group Project Topic Proposal: Students will be assigned a group to write a paper on a topic of their choice that has implications for research, clinical care, or policy regarding transgender health. Students will submit a 1–2-page proposal that provides an overview of their topic, outlines the project, and discusses the public health implications of their project. Note: Provide APA or AMA formatted references and citations in all of your papers. Due date: October 22, 11:59PM

5. Group Final Paper: Assigned groups will work together to write an 8–12-page (1-inch margins, double-spaced, size 12 font) paper on approved transgender health topics that have research, clinical, or policy implications. The final paper must be well-written, without typographical, grammatical, or spelling errors.

   a. Literature review: Groups that choose to write a literature review should include: an introduction to the research topic, any research questions guiding the literature review, a review of relevant literature, a critique of the existing literature (e.g., gaps, limitations), and a discussion of directions for future research.

   b. Research proposal: Groups that choose to write a research proposal should include: a review of the relevant literature as background on the topic, the theoretical basis for the
proposed research, formulation of the research question and/or hypothesis, a justification of the problem, and proposed research design.

c. **Policy proposal:** Groups that choose to write a policy proposal should include: a review of the relevant literature as background on the topic, a review of any existing policies (local, national, international), evidence for the effectiveness of such policies, a description of the proposed policy, and a justification for how the proposed policy would improve the health of LGBTQ communities.

**Note:** Provide APA or AMA formatted references and citations in all of your papers.

**Due date:** December 17, 11:59PM

6. **Group Final Presentation:** Each group will give a 15–20-minute oral presentation of their final paper. All members of the group must participate in the final presentation. A presentation rubric will be available on Canvas. Presentation slides must be uploaded to Canvas before the start of class on presentation day.

**Due date:** December 14, 5:59PM

7. **Attendance and Participation:** Attendance is a requirement of the course. While recordings of the class sessions will be uploaded to Canvas, this should not be seen as a reason to not need to attend class. Each student will be allowed one (1) unexcused absence during the semester, with no excuse or notification needed, and other excused absences are allowed as necessary and with notice (i.e., please email me!). Repeated absences and/or lateness will result in a reduction of the participation grade. **Active participation** in class is essential to learning the material and contributing to us all learning from each other. Participation includes attending class, arriving on time, active listening, asking and answering questions, engaging respectfully in course discussions, completing Online30 requirements, and completing weekly readings.

### COMPETENCIES

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course Objective(s)</th>
<th>Lesson(s)</th>
<th>Assessment(s)</th>
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<tbody>
<tr>
<td>Describe the concept of gender, sex, gender identity, and sexual orientation as it is situated across culture, history, legal, medicine, and the political context</td>
<td>1, 2</td>
<td>1–4</td>
<td>1–7</td>
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<td>Understand the origins, causes and manifestations of health disparities among LGBTQ populations.</td>
<td>1–4</td>
<td>1–9</td>
<td>1–7</td>
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<td>Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in specific LGBTQ populations and communities.</td>
<td>1, 3, 4</td>
<td>3–9</td>
<td>1, 4–6</td>
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<tr>
<td>Synthesize the existing literature to identify relevant health problems, policies, programs or gaps in the research to identify research agendas and questions that when addressed will contribute to the improvement of LGBTQ health.</td>
<td>1–4</td>
<td>1–15</td>
<td>1, 2, 4–6</td>
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GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grades</th>
<th>Grading Policy</th>
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<tbody>
<tr>
<td>Discussion Posts (4)</td>
<td>20 pts</td>
<td>94 – 100 A</td>
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<tr>
<td>Weekly Discussion Questions</td>
<td>5 pts</td>
<td>90 – &lt;94 A-</td>
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<tr>
<td>Outside Learning Opportunity</td>
<td>20 pts</td>
<td>87 – &lt;90 B+</td>
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<tr>
<td>Group Project Topic Proposal</td>
<td>10 pts</td>
<td>84 – &lt;87 B</td>
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<tr>
<td>Group Final Paper</td>
<td>20 pts</td>
<td>80 – &lt;84 B-</td>
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<tr>
<td>Group Final Presentation</td>
<td>20 pts</td>
<td>77 – &lt;80 C+</td>
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<tr>
<td>Attendance/Participation</td>
<td>5 pts</td>
<td>70 – &lt;77 C</td>
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<td><strong>Total</strong></td>
<td>100 pts</td>
<td>&lt;70 F</td>
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Course Schedule:

Notes: All required readings and Online30 requirements will be available in each week’s module on the course Canvas site. The order of lectures (and thus, readings and assignment due dates) is subject to change based on guest speaker availability.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Major Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 7*</td>
<td>Introduction to Trans Health</td>
<td>Post 1, 9/6</td>
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<tr>
<td>2</td>
<td>Sept 14</td>
<td>Medicalization of Trans Populations</td>
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<td>3</td>
<td>Sept 21</td>
<td>Methods in Trans Health Research</td>
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<td>Intersectionality in Trans Health Research &amp; Care</td>
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<td>4</td>
<td>Sept 28</td>
<td>Sociopolitical &amp; Legal Considerations in Trans Health</td>
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<tr>
<td>5</td>
<td>Oct 5</td>
<td>Gender-Affirming Care and Outcomes Research for Trans Populations</td>
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<tr>
<td>6</td>
<td>Oct 12</td>
<td>Healthcare Experiences of Trans Populations</td>
<td>Post 2, 10/12</td>
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<td>7</td>
<td>Oct 19</td>
<td>Mental Health in Trans Populations</td>
<td>Proposal, 10/22</td>
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<td>8</td>
<td>Oct 26</td>
<td>Physical Health Disparities in Trans Populations</td>
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<tr>
<td>9</td>
<td>Nov 2</td>
<td>Sexual and Reproductive Health Needs of Trans Populations</td>
<td>Post 3, 11/5</td>
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<td>10</td>
<td>Nov 9</td>
<td>TBD</td>
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<tr>
<td>11</td>
<td>Nov 16</td>
<td>Ethical Considerations in Transgender Health Research and Care</td>
<td></td>
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<tr>
<td>12</td>
<td>Nov 23</td>
<td>Geographic Considerations in Access to Care for Trans Populations</td>
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<td>13</td>
<td>Nov 30</td>
<td>Trans Health and Resilience</td>
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<tr>
<td>14</td>
<td>Dec 7</td>
<td>Research and Care Considerations for Trans &amp; Gender Diverse Youth</td>
<td>Post 4, 12/6</td>
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<tr>
<td>15</td>
<td>Dec 14</td>
<td>Final Presentations</td>
<td>Present, 12/14 Paper 12/17</td>
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</tbody>
</table>

* This date is a holiday. Notification of absence is not required, and the class session will be recorded and posted online for those who are unable to attend.
Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student’s responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own work rather than another’s work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the RBHS Title IX Office or to the School of Public Health’s Office of Student Affairs. Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School’s Office of Student Affairs. The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the RBHS Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit Rutgers Violence Prevention and Victim Assistance.

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed Add/Drop Course form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed Leave of Absence form from the School of Public Health’s Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html