

- Course Title/Number:** UGPH 0646 Transgender Health
- Course Prerequisite:** LGBTQ Health & Health Disparities (UGPH0642) recommended, not required
- Course Location:** School of Public Health (Piscataway), Room 234
- Course Date & Time:** Tuesdays, 6–8 PM
- Course Instructor:** Caleb LoSchiavo, MPH
PhD Candidate, Rutgers School of Public Health
caleb.loschiavo@rutgers.edu
- Drop-In Hours:** Piscataway: Tuesdays 5–6 PM, SPH Room 234
Newark: Thursdays 12–1 PM, 1RFP 10th Fl.
Or email to schedule
- Course Website:** [Canvas](https://rutgers.instructure.com/courses/208171): <https://rutgers.instructure.com/courses/208171>
- Required Course Text:** None – course readings only

Additional/Supplemental Readings/Resources: All assigned weekly readings will be posted on the class Canvas site, organized in modules by week/topic. 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, along with how they are addressed in the course objective, lessons, and assignments, are as follows:

Competency	Course Objective(s)	Lesson(s)	Assignment(s)
Describe the concept of gender, sex, gender identity, and sexual orientation as it is situated across culture, history, legal, medicine, and the political context	1,2	1–4,11	1–5
Understand the origins, causes and manifestations of health disparities among LGBTQ populations.	1–4	1–10	1–5
Use relevant sources (including public health literature and qualitative and quantitative data) to identify the	1, 3, 4	3–10	1, 5

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.	1–4	1–15	1, 2, 4–6

Please visit the Concentration webpages on the [School of Public Health website](#) 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 & Expectations: Throughout the duration of the course, students are expected to adhere to the following 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, and being present, attentive, and respectful during lectures and discussions.
- It is strongly encouraged to attend all classes and arrive on time, in order for us all to have the best possible learning experience. However, everyone may miss class occasionally for personal reasons. I encourage you to let me know in advance about any absences. Repeated issues with attendance and lateness will 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 on time, based on the due dates listed below. Late assignments may be accepted *if* you contact me prior to the deadline to discuss and arrange a new due date.
- 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 on our Canvas page.
- I am always available over email to answer any questions you may have regarding the course and am happy to find time outside of class to set up individual office hour meetings. You can expect me to respond to your emails within 24 hours, excluding weekends/holidays.

- While our class is taking place in person this semester, there may be an occasional need to use remote instruction (e.g., if I am sick or travelling for a conference). You will be notified as early as possible and provided with Zoom information if we will need to meet remotely. Additionally, all classes will be posted and recorded for students who missed class or just want to review certain lectures. When meeting remotely, please respect the following Zoom-specific guidelines:
 - General: Log into Zoom using your NYU account prior to the start of class. You are welcome to edit your Zoom name to use a different name than what is in the NYU system, but please keep your last name so I can track attendance and ensure we are not visited by any uninvited guests.
 - Video: You are encouraged to be present on camera, but it is not a requirement. If you have privacy concerns, you may use an appropriate virtual background.
 - Audio: Please mute your microphone when you are not talking. If you have headphones with a built-in microphone, I strongly suggest using those, as they improve audio quality and prevent reverberation 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 as directed by the instructor. 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 made available to view on Brightspace. Students may not personally record the lecture and are asked not to take or share screenshots of the lecture, to protect other students' privacy.
- Finally, 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.

Course Requirements and Grading

ASSIGNMENTS

- 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.
 - 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.
 - Post 2: Based on the readings and lectures for Week 5, discuss what you think are the most important considerations in healthcare for the populations highlighted this week. You can choose to discuss trans people of color, trans youth, or both in your post.
 - Post 3: Based on the readings and lectures for Weeks 7-9, choose one health condition and discuss the related disparities and healthcare needs for trans populations.
 - 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, 11:59 AM
 Post 2: October 7, 11:59 PM
 Post 3: November 4, 11:59 PM
 Post 4: December 9, 11:59 PM

- 2) **Weekly Discussion Questions:** Each week, students will be asked to submit a minimum of 2 questions regarding the 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 dates: 11:59 PM, Sundays before class

- 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/with 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. You can attend the event and submit your summary at any point during the semester.

Due date: December 20, 11:59 PM

- 4) **Group Project:** 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. There will be time in class for groups to meet and work on the project, though groups may also need to find time to meet outside of class.

- **Topic Proposal and Group Agreements:** 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. Additionally, to facilitate accountability and reflect on roles/responsibilities for the project, your group will collaborate to develop a set of agreements and expectations. A template for this contract will be available on Canvas, though you can feel free to add or modify components as needed, based on what your group discusses.
- **Final Paper:** In your assigned groups, you 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. You will have the option to write a literature review, research proposal, or policy proposal; further details about these project types will be provided on Canvas. The final paper must be well-written, without typographical, grammatical, or spelling errors.
- **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.
- **Self and Peer Evaluation:** Each student will be asked to evaluate their own contributions and the contributions of their peers to the final project. Your evaluations of yourself and your peers' evaluations of your performance will be factored into your grade. A form for you to complete will be provided on Canvas.

Note: Provide APA or AMA formatted references and citations in all submissions.

Due dates: Topic proposal and agreements: October 14, 11:59PM

Final paper: December 16, 11:59 PM

Final presentation: December 20, 5:59 PM

Self and peer evaluation: December 20, 11:59 PM

- 5) **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.

GRADING

<i>Assignment</i>	<i>Grades</i>	<i>Grading Policy</i>	
Discussion Posts (4)	20%	94 – 100	A
Weekly Discussion Questions	10%	90 – <94	A-
Outside Learning Opportunity	15%	87 – <90	B+
Group Project	45%	84 – <87	B
Topic Proposal & Contract	10%	80 – <84	B-
Final Paper	15%	77 – <80	C+
Final Presentation	10%	70 – <77	C
Self & Peer Evaluation	10%	<70	F
Attendance/Participation	10%		
Total	100 pts		

Course Schedule

Notes: All required readings and Online30 assignments will be available in each week's module on Canvas. Dates are subject to change based on guest speaker availability.

Week	Date	Topics	Deadlines
1	Sep 6	Introduction to Trans Health	Post 1, 9/6
2	Sep 13	Medicalization of Trans Populations	
3	Sep 20	Methods in Trans Health Research Intersectionality in Trans Health Research & Care	
4	Sep 27	Ethical Considerations in Transgender Health Research and Care	
5	Oct 4*	Healthcare Experiences of Trans and Nonbinary People of Color Healthcare Experiences of Trans and Gender Diverse Youth	Post 2, 10/7
6	Oct 11	Gender-Affirming Care and Outcomes Research for Trans Populations	Proposal, 10/14
7	Oct 18	Mental Health in Trans Populations	
8	Oct 25	Physical Health Disparities in Trans Populations	
9	Nov 1	Sexual and Reproductive Health Needs of Trans Populations	Post 3, 11/4
10	Nov 8*	Transphobia and Transgender Health	
11	Nov 15	Sociopolitical & Legal Considerations in Trans Health	
<i>NO CLASS ON NOVEMBER 22ND – THURSDAY SCHEDULE</i>			
12	Nov 29	Geographic Considerations in Access to Care for Trans Populations	
13	Dec 6	Trans Health and Resilience	Post 4, 12/9
14	Dec 13	Research & Care Considerations for Trans & Gender Diverse Youth	Paper, 12/16
15	Dec 20	Final Presentations	Present, 12/20

* We will not meet in-person on this date. Our class will be remote (synchronous or asynchronous). See Canvas for details.

Required Statements

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 [contact Canvas Support](#). [Canvas is accessible online](#).

School of Public Health Honor Code: The SPH Honor Code is found in the [School Catalog](#). 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 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). 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.

Student Well-Being: The School of Public Health recognizes that students may experience stressors or challenges that can impact both their academic experience and their personal well-being. If the source of your stressors or challenges is academic, 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. For personal concerns or if additional support is needed, students may reach out to the [Office of Student Affairs](#) or any of the appropriate referral resources listed on the [SPH Student Connect Canvas page](#).

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 [SPH 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](#).

Overview of School Policies: Academic and non-academic policies and procedures, such as Auditing a Course, Retaking Courses, Grade Grievance and others that cover registration, courses and grading, academic standing and progress, student rights and responsibilities, graduation and more may be found under [Policies](#) on the SPH website. Below are select specific policies; however, students are responsible for keeping informed about academic and non-academic policies and procedures beyond those noted on this syllabus.

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet [minimum computer requirements which may be found online](#).

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 SPH'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 [SPH website](#).