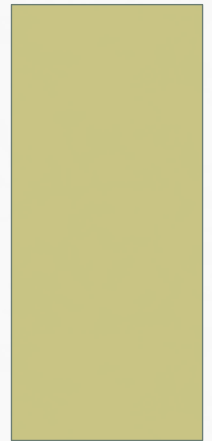


ACADEMIC ADVISING & CAREER
COUNSELING CONSIDERATIONS
FOR TRANS STUDENTS

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LAST NIGHT ON FB...

- I need some advice for a friend...they do not feel they can come out as transgender at their current job because they do not feel they would be safe or supported. It is causing a lot of problems for them to live a necessary double life. They currently work nights at a restaurant in _____, but are looking for kitchen or other work that might be less high stress in C'ville area, anywhere by bus/walking. Looking for any advice other transpeople who have had positive experience with employers, especially with transitioning employees. Where are the good places to apply?

PROBLEM

- 90% of transgender individuals reported workplace discrimination (National Center for Transgender Equality and The Task Force, 2013)
 - Fired
 - Denied promotion
 - Harassment
- [John Oliver](#) (HBO, June 28, 2015)

SOLUTION

- Client-centered approach—try to understand your client's unique perspective
 - Growing numbers of college students identify as gender fluid (or other similar terminology) indicating gender on a continuum
 - Use language dictated by client
 - Listen (past experiences, friend's experiences, fears, hopes, aspirations)
 - Don't assume sexual preference or desire to have gender affirmation surgery
 - Empathize

A LEARNING THEORY OF CAREER COUNSELING

(KRUMBOLTZ & SORENSEN, 1974; MITCHELL & KRUMBOLTZ, 1996)

- Stage 1: Interview
 - Establish rapport
 - Validate strengths
 - Focus on many aspects of the client's life including: career problems, family life, environmental influences, career beliefs and obstacles, traditional domains of career counseling (e.g., skills, interests, values, personality)

A LEARNING THEORY OF CAREER COUNSELING

- Stage 2: Assessment
 - Traditional assessment instruments may be inadequate and unhelpful
 - Instead, focus on the client's perceptions of what has gone well and what has been disappointing in previous work experiences
- Stage 3: Generate Activities
 - Assign homework such as researching organizations/majors/job interests/HR policies regarding gender identity accommodations
 - If you are not a mental health counselor, it may be helpful to discuss the possibility of the client seeing a mental health counselor so that you can focus more intently on career counseling and the mental health clinician can focus on feelings and other underlying issues

A LEARNING THEORY OF CAREER COUNSELING

- Stage 4: Collect Information
 - Identify individual goals including what has already been achieved
 - Client commits further by possibly identifying an organization/major where they would like to do a site visit
- Stage 5: Share Information & Estimate Consequences
 - Client and clinician discuss what is working well and what continues to be a barrier/obstacle

A LEARNING THEORY OF CAREER COUNSELING

- Stage 6: Reevaluate, Decide Tentatively, or Recycle
 - Evaluate the probability of success in specific occupations
 - Explore that occupation and others based on information the client has obtained
- Stage 7: Job Search Strategies
 - Interview techniques, reviewing resume, role plays, simulation exercises, decision-making techniques

MOTIVATIONAL INTERVIEWING OVERVIEW

- This is an approach designed to foster intrinsic motivation to change
- Developed by Dr. William Miller and Dr. Stephen Rollnick
- The approach is both person-centered *and* directive
- Emphasizes strengths and self-efficacy

THE METHOD: FOUR PROCESSES

- Engaging
- Focusing
- Evoking
- Planning

ENGAGEMENT

Developing the working relationship

Speaker: I have talked to a lot of people and nothing has helped.

Listener: That sounds frustrating. I guess you're wondering if I am going to be able to help.

FOCUSING

- Leading the person to an agenda
- The person's goals for why they are engaged with you

Speaker: Yes, I'm not sure why I came in today and what good will this do.

Listener: Okay. What change are you hoping to have happen in your life?

FOCUSING

Speaker: I am tired of being anxious all the time. I'm about to graduate and don't have a job yet. My partner complains that when I am at home, I am not able to relax or have fun. I've tried all that meditation stuff and that doesn't work. And I am not taking drugs.

Listener: You would like to get some help so that you are not so anxious and can enjoy being at home relaxing with your partner. Meditation and drugs will not work for you.

EVOKING

- Eliciting the person's own motivation, values, emotions and thoughts for change
- The individual voices the reasons for change.

Speaker: Yeah, that's it. And I don't have time to exercise either.

Listener: You already know a lot about some of the things that can work with managing stress and you know what will not work for you. You want to manage your stress better so that you can enjoy your relationship with your partner. What ideas do you have about what will work?

PLANNING

- The how and when of the change process
- Putting the goals into action

Speaker: The only thing that works is getting more sleep.

Listener: Tell me more about that. Like how did you discover sleep helps?

PLANNING

Speaker: On holidays and weekends. My partner says I am much more relaxed and we figured out that was the main difference. But I can't sleep late at home because of my class schedule.

Listener: So getting enough sleep helps. Sleeping late isn't a possibility. What other ideas do you have about how to increase your sleep?

CORE SKILLS (OARS)

- Open-ended questions
- Affirmation
- Reflective listening
- Summarizing

OTHER MOTIVATIONAL INTERVIEWING TECHNIQUES

- DARN change talk
 - Desire
 - Ability
 - Reasons
 - Need
- Scaling questions
- Focus on strengths by using past successes
- Miracle question
- Pro/Con list
- Priority list
- Identify multiple plans—flexibility