

DEVELOPING HOLISTIC PROFESSIONALS THROUGH TRANS ARTISTRY



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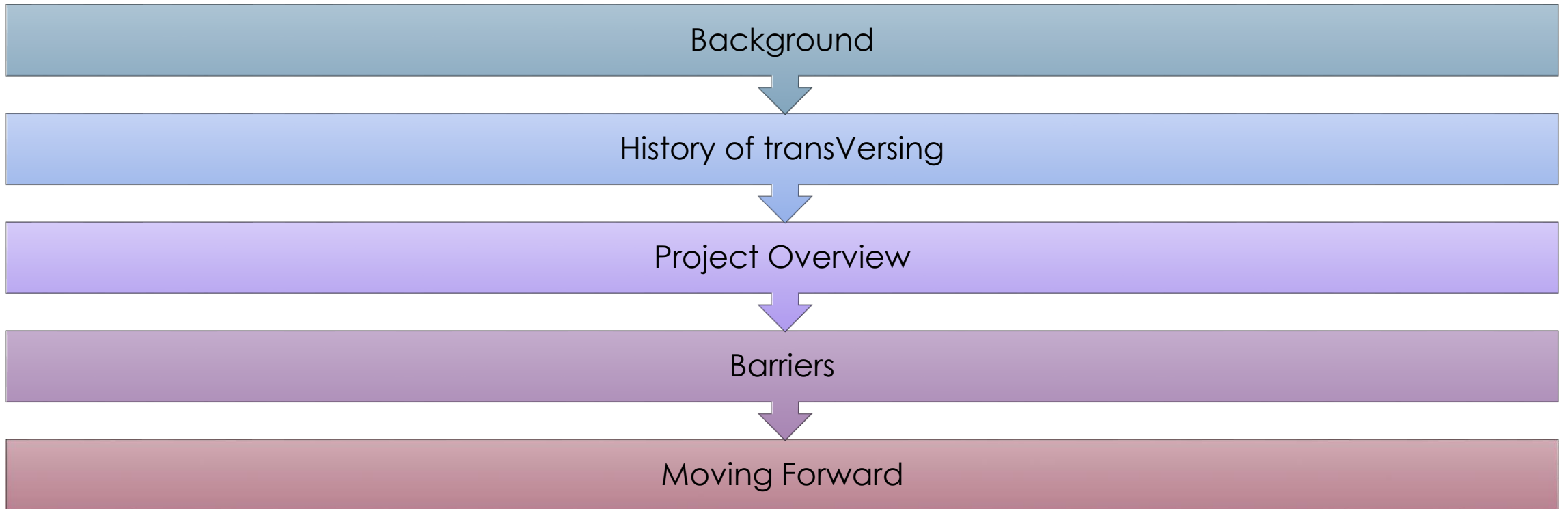
Daze Jefferies

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NLCAHR


November 27, 2018

PRESENTATION OVERVIEW



BACKGROUND - THE LITERATURE

- higher education has historically been a hostile place for LGBTQ+ people and knowledge gaps still exist (Castro & Dockendorff, 2017).
- trans students experience discrimination and transphobia in the postsecondary setting (Singh, Meng, & Hensen, 2013).
- health care for LGBTQ+ population is provided within a heteronormative/cisnormative society (Rondahl, 2010).
- trans communities are most at risk among other LGBTQ+ people to receive poor quality care from health care providers (Rounds, Burns McGrath & Walsh, 2013).
- creative methods/approaches are useful to understand trans lives and practice trans care (Zappa 2017).



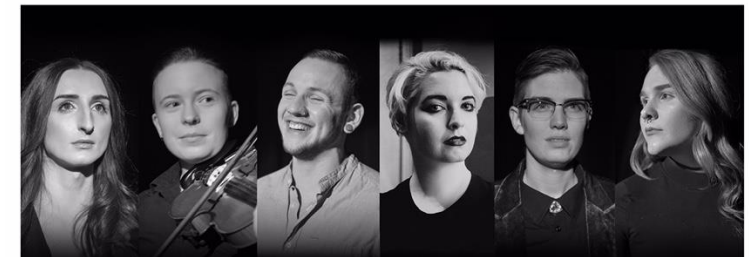
BACKGROUND - THE PROJECT

- Striving to meet the need for education, particularly with health professions at MUN
- Recognized the role of addressing the affective domain of learning
- Began with a performance of transVersing at the Centre for Nursing Studies, January, 2017
 - Students very engaged
 - Overwhelmingly positive feedback on evaluation
 - Students felt they needed more information on terminology to inform performance

transVersing

“I wanted to offer an opportunity to trans youth to actually highlight their talents and skills, but also have an audience that's willing to listen and learn from their experiences”

- Gemma Hickey (quoted in Kinsella 2017)



transVersing

WRITTEN AND PERFORMED BY
VIOLET DRAKE
DAZE JEFFERIES
FIONN SHEA
TAYLOR STOCKS
DANE WOODLAND
PERIN SQUIRES

DIRECTED BY SHARON KING-CAMPBELL
DRAMATURGY BY BERNI STAPLETON

*paired and delivered with a learning opportunity
by the Trans Needs Committee*

TUESDAY, OCTOBER 2ND
BRUNEAU CENTRE: 6PM
Parking available in lot 1A

WEDNESDAY, OCTOBER 3
HEALTH SCIENCE CENTRE, MAIN AUDITORIUM: 5:30PM
Parking available in Lot 27 (levels 2&3)

FREE EVENT
certificate of attendance available upon request

Funded by a Grant from Memorial University's Office of Public Engagement
Contains mature themes and partial nudity

transVersing



[transVersing](#)

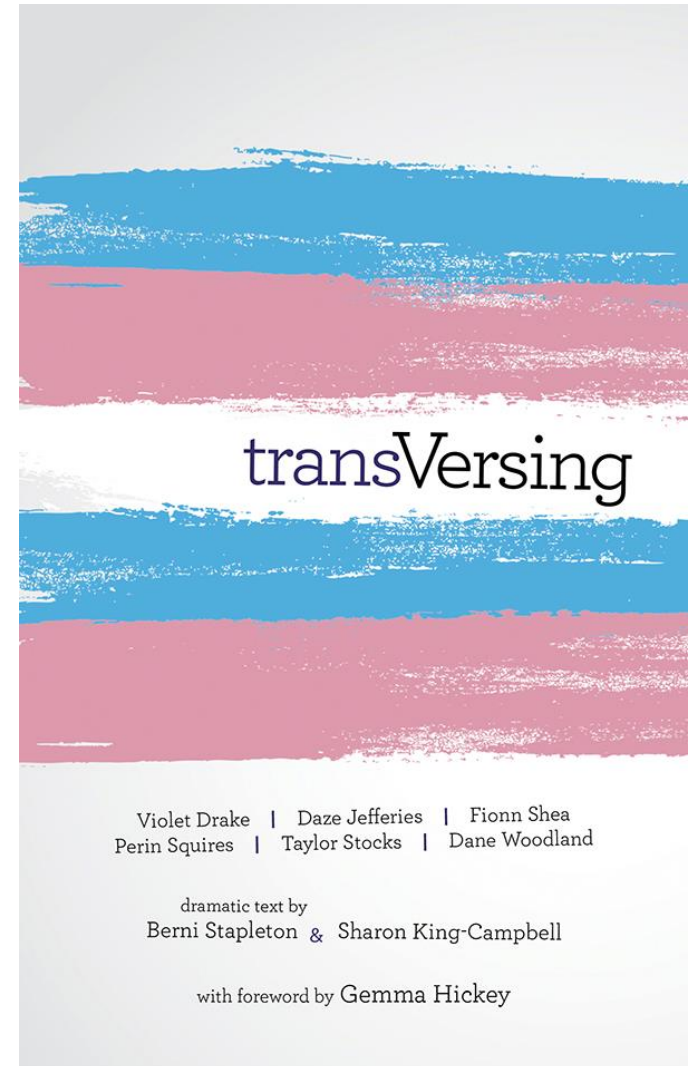
transVersing

- artful trans visibility
- healthier trans communities
- community-building and solidarity



transVersing

- performance vs. page
- just published with Breakwater Books (2018)





THE PROJECT: THE TEAM

Faculty

Dr. Pamela Ward, CNS,
MUN

Anne Marie, Lewis, CNS

Dr. Olga Health,
CCHPE, Faculty of
Medicine, MUN

Dr. Jennifer Dyer,
Gender Studies

Dr. Sarah Pickett,
Education

Community Partners

Artistic Fraud of
Newfoundland - Patrick
Foran; Robert Chafe;
Sharon King-Campbell

For the Love of
Learning - Gemma
Hickey

Trans Needs
Committee-Taylor
Stocks

Trans Support NL Inc. -
TJ Jones; Logan St.
Croix

Cast Members

Daze Jefferies

Taylor Stocks

Dane Woodland

Violet Drake

Fionn Shea

Perin Squires



GOALS

- *To develop holistic client-professional relationships that serve to increase equitable access to care for marginalized groups*
- *To move beyond our silos to develop partnerships within Memorial University, and between the university, the artistic community, and the trans community*
- *To develop a new pedagogical approach to learning about human experience and marginalized groups that serves to challenge dominant beliefs, to reduce stigma, and to improve attitudes*



SESSION DESIGN

- A model for connecting students with the lived experience of a marginalized population in a unique learning event
- Acknowledges the expertise of trans people in teaching about their own experiences
- 3 sessions offered:
 - October 3, 2018 - Bruneau Centre (open to students, faculty, staff and public)
 - October 4, 2018 - HSC Auditorium (open to students, faculty, staff and public)
 - October 5, 2018 - Centre for Nursing Studies (open to PN students and faculty)



LEARNING SESSION

- Provides a unique approach that addresses cognitive and affective domains of learning
 - 10 minutes - seating and intro
 - 10 minutes- trans 101 (Trans Support NL)
 - 10 minutes - questions and performance set-up
 - 45 minutes - performance of transVersing
 - 45 minutes - dialogue exercise (including interaction with performers)
 - Session evaluation

SESSION EVALUATION

Bruneau Centre	99
Health Science Centre	92
PN Performance	53
Total	244

Student	145
Faculty	14
Staff	11
Member of public	67
Other	7
Total	244

SESSION EVALUATION

After watching the transVersing performance, I feel more knowledgeable about appropriate transgender and gender terminology.

		Frequency	Percent		
Valid	Strongly Disagree	1	.4		
	Disagree	3	1.2		
	Neither Agree or Disagree	35	14.3		
	Agree	126	51.6		
	Strongly Agree	76	31.1		
	Total	241	98.8		
Missing	System	3	1.2		
Total		244	100.0		

SESSION EVALUATION

After watching the transVersing performance, I would be more comfortable providing care to/interacting with transgender and gender diverse persons					
		Frequency	Percent	Valid Percent	
Valid	Strongly Disagree	1	.4	.4	
	Disagree	3	1.2	1.3	
	Neither Agree or Disagree	32	13.1	13.3	
	Agree	113	46.3	47.1	
	Strongly Agree	91	37.3	37.9	
	Total	240	98.4	100.0	
Missing	System	4	1.6		
Total		244	100.0		

SESSION EVALUATION

The transVersing performance helped me to recognize that it is important for me to be knowledgeable about issues related to gender identity.					
		Frequency	Percent	Valid Percent	
Valid	Disagree	1	.4	.4	
	Neither Agree or Disagree	7	2.9	2.9	
	Agree	85	34.8	35.4	
	Strongly Agree	147	60.2	61.3	
	Total	240	98.4	100.0	
Missing	System	4	1.6		
Total		244	100.0		

SESSION EVALUATION

Education about experiences of transgender and gender diverse persons is important for fostering understanding and reduce harm for this population.					
		Frequency	Percent	Valid Percent	
Valid	Neither Agree or Disagree	1	.4	.4	
	Agree	36	14.8	15.0	
	Strongly Agree	202	82.8	84.2	
	55.00	1	.4	.4	
	Total	240	98.4	100.0	
Missing	System	4	1.6		
Total		244	100.0		

SESSION EVALUATION

Watching the transVersing performance was an emotional experience for me				
		Frequen cy	Percent	Valid Percent
Valid	Strongly Disagree	1	.4	.4
	Disagree	2	.8	.8
	Neither Agree or Disagree	30	12.3	12.4
	Agree	106	43.4	43.8
	Strongly Agree	103	42.2	42.6
	Total	242	99.2	100.0
Missing	System	2	.8	
Total		244	100.0	

The emotions I experienced in watching the transVersing performance contributed to my learning about transgender and gender diverse persons.				
		Frequen cy	Percent	Valid Percent
Valid	Strongly Disagree	1	.4	.4
	Neither Agree or Disagree	27	11.1	11.2
	Agree	118	48.4	49.0
	Strongly Agree	95	38.9	39.4
	Total	241	98.8	100.0
Missing	System	3	1.2	
Total		244	100.0	

SESSION EVALUATION

I feel what I have learned from this performance will positively impact my personal and work life.					
		Frequency	Percent	Valid Percent	
Valid	Strongly Disagree	1	.4	.4	
	Neither Agree or Disagree	12	4.9	5.0	
	Agree	104	42.6	43.2	
	Strongly Agree	124	50.8	51.5	
	Total	241	98.8	100.0	
Missing	System	3	1.2		
Total		244	100.0		

SESSION EVALUATION

Thank you to the folks who have shared their truths and have shared their stories and experiences- it takes emotional labour (A LOT) to do this and it is so valued and important and appreciated. I also really appreciate the reflection and discussion piece after.

As a transgender person, this performance touched me as a piece of art that is immensely relatable. Not only is it a source of education given by actual trans people which is rare, an opportunity for trans people to feel visible and part of a community that strives to understand each other. A beautiful performance thank you for putting together such a wonderful show.

What a fabulous + courageous evening of lived lives- real stories that illuminate and shed light on the realities that exist. This sharing/performance (what does one call this event?) Sheds light on the importance of listening + supporting in order to understand. We have so much work to do in schools- and you've all given me hope that with baby steps, we'll grow in our abilities to see others- everyone- as beautiful human beings

It was an incredible show-each performer had a unique style and perspective. The different elements of artistry were beautifully woven together. It was extremely emotional, especially as we were led to explore how the personal is always political. I can't wait to buy the book and talk about the show with my friends, family and colleagues.

This was very eye opening to what people actually experience instead of learning it from a textbook. Thank you so much for sharing your story. You are so brave! Keep doing you.



BARRIERS/CONSIDERATIONS

- Voluntary vs. mandatory classroom-based attendance:
 - Considering the audience
 - Lessons learned
 - Factors contributing to positive session outcomes
- Resources
- Facilitating Partnerships

CREATING SAFE SPACES

- Given possible negative outcomes based upon mandatory sessions, a number of factors must be considered and addressed:
 - Students preparation prior to the session:
 - Shifting from classroom etiquette to theatre etiquette
 - No Computers, phones, lunch, backpacks in room
 - Discussions re: how to be a respectful audience
 - Overview of session outline/content
 - Scheduling a time to reduce student distractions:
 - Avoid exam time
 - Avoid later afternoon
 - Integrate into scheduled class time if possible



MOVING FORWARD

- Where do we go from here?
 - Evaluation validated the need for this type of educational experience
 - Utilizing this format for other issues/topics
 - Consider other opportunities:
 - cross-campus initiatives
 - the creation of teaching modules - possible video
 - Recognizing the labour of trans education and education from other marginalized groups
 - How does it inform future projects?
 - Addressing barriers
 - How do we make sure the same audience response doesn't happen again?

ACKNOWLEDGEMENTS

- This project was funded by an Accelerator grant from the Office of Public Engagement at Memorial University
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QUESTIONS?

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