

# PROJECT DESCRIPTION FORM

**Chapter:** University of Saskatchewan

**Program year:** 2024-2025

**Project Name:** Trans Rights

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## SECTION A – ORGANIZATIONAL INFORMATION

- 1. Name of Organization:** OutSaskatoon
- 2. Mailing Address of Organization:** 213 Avenue C South Treaty 6 Territory Saskatoon, SK, S7M 1N3
- 3. Website of Organization:** <https://www.outsaskatoon.ca>
- 4. Type of Organization:**
  - Charity
  - Not-for-profit
  - Association
  - Government
  - University
  - Law firm
  - Other
- 5. Brief overview of the organization's mandate (2 to 4 lines maximum):**

OutSaskatoon is Saskatoon and area's 2SLGBTQ+ community center and service provider. They believe in a bolder, braver, and safer future for all. They strive towards this by providing support services, youth housing, and education and research services through a harm reduction, culturally informed, equity-seeking, and community-based approach.
- 6. Organization Contact Person**

Name: Analu Alvarez  
Title: Management Team / Education Manager / Counsellor  
Telephone Number: (306) 665-1224  
Email Address: [counsellor@outsaskatoon.ca](mailto:counsellor@outsaskatoon.ca)
- 7. Preferred mode of contact:** Phone  Email
- 8. Lawyer supervisor(s)**

*Note: For certain projects, students work with a roster of lawyers. In such instances, please include the information of all lawyer supervisors, and indicate who the lead lawyer/key point of contact is.*

Type of Lawyer Supervisor:  
*Note: Please check only **ONE** of the following.*

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- Lawyer Supervisor - Insured  
 Lawyer Supervisor – Expert (*must attach Lawyer Supervisor – Expert Checklist*)

Name: Michelle MacDonald  
Title: Lawyer  
Organization/Firm: Lakefield LLP  
Telephone Number: (306) 659-1238  
Email Address: [michelle.macdonald@lakefieldlaw.ca](mailto:michelle.macdonald@lakefieldlaw.ca)

The lawyer supervisor is:

- An employee of your organization  
 A board member  
 Other

9. **How often will the lawyer supervisor be available to meet with the student(s)?** The Lawyer Supervisor will be able to meet with the students as required.

10. **Can student volunteers on this project complete their work virtually and from home?**

Yes  No  However, the workshop is expected to take place in-person at OutSaskatoon.

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## SECTION B – PROJECT INFORMATION

11. **Please describe the project tasks:**

### Description of Project

Transgender people face many confusions and barriers to justice for trying to live as their true, visible selves. This project aims to empower trans and gender diverse people by teaching them of their rights particularly related to transitioning.

Students will be responsible to research the following:

- What are your rights to accessing gender affirming surgeries, hormones, and other medical treatments?
  - Do you need a formal diagnosis of gender dysphoria? If so, what is considered as a “formal diagnosis”?
  - At what age do you no longer require your parent or guardian’s consent to receive these treatments?
  - Are these treatments covered by the Saskatchewan (provincial) healthcare? What about additional health insurance through work or college?
  - Please note that student volunteers are to focus on the legal process of seeking and receiving medical treatments and not the physical, mental, or emotional consequences of the treatments themselves.
- What are your rights to changing your name and pronoun, legally or otherwise?

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- Can teachers and employers refuse to acknowledge your preferred pronoun and names?
- What is the process if you want to change your name and pronoun?
- Can doctors and lawyers refuse to provide their services to a trans person seeking help related to transitioning?
  - For e.g., can a doctor refuse to prescribe hormones because it is against their personal belief? Can a lawyer refuse to take on a human rights case related to trans rights because it is against their personal belief?
- What can you do if you face transphobic discrimination at work, school, a doctor's office, or a lawyer's office?

## **Role of Student Volunteers**

Students will create a 45 min presentation with a 15 min Q&A.

- Do **not** answer personal questions from the audience (i.e. \_\_\_ happened, is this legal?).
  - These types of personal and specific questions about the law should be directed to the Lawyer Supervisor. If the Lawyer Supervisor is unable to attend the presentation, students should only respond with answers that have been vetted by the Lawyer Supervisor.
- The audience for this presentation is for the public, ages 15 and up.
- Students are to research laws relevant to Saskatchewan residents.
- While it is required for students to schedule a rehearsal with the Lawyer Supervisor, it is recommended for students to also include the Organization Contact since this presentation may trigger emotional distress for the audience.
- Students should prepare for at least one presentation to take place in March.

*\*Before students conduct presentations, all materials will be reviewed by the organization and lawyer supervisor for accuracy. A PBSC disclaimer must also be included in the presentation\**

## **Role of Supervising Lawyers**

- Ensure the students' presentation is an accurate reflection of the law in Canada and Saskatchewan.
- Attend at least one practice session before the students deliver the presentation. (This may take place virtually.)
- Attend the presentations to ensure students share only legal information.
  - If unable to attend a presentation, the Lawyer Supervisor will practice the presentation with student volunteers, especially potential questions that may arise during the Q&A session.

## **Which types of law are used in this project?**

Human rights, constitutional law, administration law

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## 12. What is the main project deliverable?

Select **ONE** option.

- A.  Creating produced content (e.g. research memos, brochures, podcasts, etc.)
- B.  Completing client intake and assistance (e.g. completing client intake, providing client referrals, helping clients with their ID documents, etc.)
- C.  Presenting public legal education (e.g. in-person or virtual presentations, workshops, training sessions, etc.)

## 13. If you checked boxes A or C in question 12, above, do you consent to the Student Volunteer(s) sending to PBSC a copy of the project deliverable? Please note it is your responsibility to collect and retain any project deliverable or documentation required to carry out the work set out in this Form. If you consent to PBSC saving a copy of the project deliverable (this strictly applies to Research and Public Legal Education projects), the documents will be securely saved and used solely for the purposes of monitoring the progression of the project, informing project development, and offering efficient continuity to returning projects, and will not be reproduced, shared, or used outside of these stated purposes.

- A.  I consent to PBSC saving a duplicate of the project deliverable.
- B.  I do not consent to PBSC saving a duplicate of the project deliverable.

## 14. If you checked boxes B or C in question 12, above, what is your plan for distribution of PBSC's Client Impact Survey?

**Note: PBSC's Client Impact Survey** is an important tool that allows our organization to measure client satisfaction and impact, report to stakeholders, and improve our programming. The Client Impact Survey is available through Qualtrics, which meets all federal and provincial privacy and security laws (data is stored in Canada).

For client intake and assistance projects, the student volunteers will set aside time to share the Client Impact Survey hyperlink and QR Code at the end of client meetings. Volunteers will be provided with the hyperlink and QR Code at the start of their placements. Where appropriate, printed copies of the survey may be used as long as there is a protocol in place to safeguard client confidentiality.

For public legal education presentations, the student volunteers will set aside time to share the Client Impact Survey hyperlink and QR Code with the participants at the end of the session. The hyperlink and QR Code will be embedded in the last slide of the presentation where possible. Volunteers will be provided with the hyperlink and QR Code at the start of their placements. Where appropriate, printed copies of the survey may be used as long as there is a protocol in place to safeguard participant confidentiality

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Other. If neither of the above options are an appropriate means of distributing PBSC's Client Impact Survey for this project, please explain your plan for distribution.

**15. A work plan is required for this project:** Yes  No

*If yes, the student(s) must reach out to the lawyer supervisor, draft a work plan, and submit it by email to the Program Coordinator and the lawyer supervisor by November 1st at the latest. Please note that workplans are required for all legal research and writing projects.*

**16. Is this a joint project with students from any other PBSC chapters?** Yes  No

**17. What type of training will the organization provide to the student(s)?**

*Note: All first year PBSC volunteers and all volunteers working on research projects must also attend a PBSC/Thomson Reuters legal research strategies workshop.*

The student volunteers on this project will attend PBSC general training.

**18. How many students would you like assigned to this project?**

2 students

**19. How many hours per week will the student volunteer(s) be expected to work?**

*Note: PBSC students are expected to volunteer 3-5 hours per week. Additional hours are at the students' discretion, but at no time should the student be volunteering more than 10 hours per week.*

Students are expected to volunteer 3-5 hours per week.

**20. Will the student(s) be expected to show up for regular shifts each week, or is the schedule flexible?**

The work will be flexible, but students will be expected to work together on a regular basis, meet deadlines, and be present for the scheduled presentations.

**21. Is workspace provided for the student volunteer(s) at your organization?** Yes  No

**22. Please list the devices and technologies the students will require to have at home in order to complete their volunteer work remotely (ex. Computer, Internet access, telephone, FaceTime, Zoom, etc.)**

Students will need access to the internet and a computer.

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## SECTION C – STUDENT REQUIREMENTS

**23. Is there an expectation for the student(s) to be bilingual?** Yes  No

**24. Can first year law students volunteer for this project?** Yes  No

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**25. Please list any law school prerequisites required for this project.** (e.g., administrative law, family law, immigration and refugee law.)

There are no prerequisites.

**26. Please list any other requirements or expectations for this project.** (e.g., professional or academic background, experience, etc.)

Students will need to conduct a criminal record check with the vulnerable sector before they can give the presentation. Students are expected to be members, allies, and/or supporters of the 2SLGBTQ+ community.

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## SECTION D – TO BE COMPLETED BY THE PROGRAM COORDINATOR

**27. Which project model(s) most accurately describes this project?** If the project has multiple activities, please choose a **maximum of 3** project models. In order to obtain the most accurate data, please only select the project models that describe the majority of the project’s activities. If the relevant project model is not indicated below, please contact your Program Officer.

- Public Legal Education (presentations, workshops, podcasts, brochures, blogs, etc.)
- Research (memoranda used for internal purposes only)
- Client services (court forms, shadowing, mock hearings, intake, legal clinic, etc.)
- Other (please specify)

**28. Which communities does this project serve?** Please identify the top **3** communities that this project serves. Please choose the primary (1), secondary (2) and tertiary (3) communities served by writing 1, 2, or 3 next to the community. This will help us understand gaps in our programming, resource allocation and provide us with information for funding proposals and reports. We understand that due to the intersectionality of identities, it is difficult to rank the top three communities served. Please note that by ranking, you are not prioritizing any issues, or communities. If you would like to add any comments, please use the comment box below.

- \_\_\_ Children & Youth
- \_\_\_ Domestic Violence Survivors
- \_\_\_ Women
- \_\_\_ Homeless & marginally housed
- \_\_\_ Immigrants, refugees & newcomers
- \_\_\_ Indigenous (First Nations, Inuit, Métis)
- 3 LGBTQ+
- \_\_\_ Linguistic minorities
- \_\_\_ People living in poverty
- \_\_\_ People living with disabilities & chronic illnesses
- \_\_\_ People living with HIV
- \_\_\_ People living with mental health challenges
- \_\_\_ Precariously employed individuals

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- Prisoners & former prisoners
- Racialized communities
- Religious minority communities
- Self-represented litigants
- Seniors
- 1 Trans and gender diverse individuals
- 2 Two-Spirit individuals
- Veterans
- Other: General Project – no specific community being served

Project reviewed by On-site Supervisor

*Heather Heavin*

Signature

July 17, 2024

Date

**Note: A final/complete copy of this Project Description Form must be provided to:**

- The Organization Contact Person
- The Lawyer Supervisor(s)
- The Student Volunteer(s)
- Your Program Officer at National Office