






Original Article

Development and Preliminary Validation of the Gender Identity Dimensions Clinical Tool among Hispanic Individuals

Desarrollo y Validación Preliminar del Instrumento Clínico de Dimensiones de Identidad de Género en Personas Hispanas

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ABSTRACT

This study aimed to 1) develop a clinical instrument that explores the dimensions of gender identity, 2) validate the instrument, and 3) determine if the responses were answered by social desirability. This study used a non-experimental mixed methods, instrumental and cross-sectional design. The first phase of this study was the development of the instrument. After a literature review, three dimensions were established: 1) gender roles, 2) personal gender expressions, and 3) socially perceived gender expressions. The second phase consisted of a content validation process by eight expert judges and content validity. Lastly, the third phase consisted of recruiting a sample for the tool reliability documentation. A total of 321 people completed the survey. Internal consistency analysis showed that the tool dimensions have an acceptable internal consistency. Results showed variability regarding gender identity and adequate discrimination indices. Finally, the reliability of all the dimensions and time elements of the

instrument showed satisfactory values. Results shows that all dimensions seem not to have been responded by social desirability. This study provided preliminary evidence that the Spanish version of the Gender Identity Dimensions Clinical Tool is a valid and reliable instrument to use with Hispanic individuals in a clinical setting.

Keywords: gender identity, instrument development, instrument validation, clinical tool, mental health

RESUMEN

Este estudio tuvo como objetivo: 1) desarrollar un instrumento clínico que explore las dimensiones de la identidad de género, 2) validar el instrumento y 3) determinar si las respuestas fueron influenciadas por la deseabilidad social. Se utilizó un método mixto no experimental, de diseño instrumental y transversal. La primera fase del estudio consistió en el desarrollo del instrumento. Tras una revisión de la literatura, se establecieron tres dimensiones: 1) roles de género, 2) expresiones personales de género y 3) expresiones de género percibidas socialmente. La segunda fase incluyó un proceso de validación de contenido realizado por ocho jueces con expertís y análisis de validez de contenido. Finalmente, la tercera fase consistió en la recopilación de una muestra para documentar la confiabilidad del instrumento. Un total de 321 personas completaron la encuesta. El análisis de consistencia interna mostró que las dimensiones del instrumento tienen una consistencia interna aceptable. Los resultados reflejaron variabilidad en la identidad de género y adecuados índices de discriminación. Además, la confiabilidad de todas las dimensiones y los elementos temporales del instrumento mostró valores satisfactorios. Finalmente, los resultados sugieren que ninguna de las dimensiones fue respondida bajo la influencia de la deseabilidad social. Este estudio proporciona evidencia preliminar de que la versión en español del Instrumento Clínico de Dimensiones de Identidad de Género es válido y confiable para su uso en población hispana en contextos clínicos.

Palabras Claves: identidad de género, desarrollo de instrumento, validación de instrumento, herramienta clínica, salud mental

INTRODUCTION

The meaning of gender has evolved over time. However, the American Psychological Association (APA) defines it as the attitudes, feelings, and behaviors that are culturally associated with the biological sex of a person (APA, 2012). The psychological experience of each person identifying themselves with a culturally established gender—masculine, feminine, or other—is called gender identity (Bethea & McCollum, 2013). Human rights experts of various nationalities define gender identity as *“the internal and individual experience of gender as each person deeply feels it, which may or may not correspond to the sex assigned at birth, including the personal experience of the body (which could involve the modification of appearance or bodily function through medical, surgical, or other means, as long as it is freely chosen) and other expressions of gender, including dress, speech, and mannerisms”* (Alston et al., 2006). On the other hand, the Diagnostic and Statistical Manual of Mental Disorders [DSM-5-TR] states gender identity as a category of social identity and refers to an individual’s identification as male, female, some category in between (e.g., gender

fluid), or a category other than male or female (e.g., gender neutral; APA, 2022, p. 511).

It is important to consider that the construction of gender identity is intrinsically tied to the sociocultural parameters in which cisgender identity (people whose gender identity is aligned with their sex assigned at birth) is typically considered within the normal standards (APPR, 2014). Yet, there are various gender identities that are not tied to people’s biological characteristics. Among these is “genderqueer,” which refers to a person whose gender identity falls outside of the gender binary (e.g., identifies with neither or both genders; Richards et al., 2016). Nevertheless, diverse gender identity categories should be incorporated into the discussion, such as transgender, agender, gender fluid, non-binary gender, among others.

Gender Identity Exploration

Over time, various categories of gender identities have been established. To better address this matter from the psychology discipline standpoint, different instruments have been developed to understand aspects related to gender identity (e.g., gender dysphoria). After reviewing these instruments (see Table 1),

the study team identified that none of those measures explored aspects related to gender identity to be verbally explored in a clinical setting. In addition, these instruments did not consider identity changes that may occur over time. Furthermore, all of the instruments found were scales intended to measure a construct related to gender identity, but none were intended to be a tool-type instrument to be used in a clinical setting.

Considering the need for instruments that explore gender identity in a clinical context, and taking into account time and gender dimensions, the aim of this study was to develop a clinical tool that explores gender identity over time (past, present, and future) and the multiple dimensions of this identity (gender roles,

personal gender expression, and socially perceived gender expression). Time has been established as essential for change, acceptance, and continuity between different representations of the self, especially for gender diversity (Lemma, 2016). It is crucial to explore gender identity at the clinical level in a more objective and affirmative way, as studies have reported that people who attend therapy to explore their gender identity often undergo negative experiences with mental health providers (Mizock & Lundquist, 2016). These experiences may include explicit invalidation of a non-cisgender gender identity, avoidance of bringing the issue of gender identity into therapy, overemphasis on gender identity in therapy, and lack of education about gender identity experiences outside the binary (Lefevor et al., 2019).

Table 1
Previously Developed Measures

Instrument	Authors	Year	Description
Adulthood Continuous Gender Identity Scale	Bailey et al.	1995	Explores gender identity based on gender nonconformities during childhood and later in adult life. Unlike other scales, this incorporates the perception that other people have about their gender characteristics, desires, curiosities, feelings, and behaviors aligned to their gender identity.
Utrecht Gender Dysphoria Scale	Cohen-Kettens & Van Goozen	1997	Its purpose is to identify gender dysphoria.
Gender Identity/Gender Dysphoria Questionnaire for Adolescents and Adults	Deogracias et al.	2007	Addresses gender identity and gender dysphoria among adolescents and adults.
Transgender Congruence Scale	Kozee et al.	2012	Is intended to help researchers and clinicians measure to what level a transgender individual feels comfortable with their outward appearance and genuinely accepts their identity.
Multilayered Gender Identity Questionnaires	Eiseman et al.	2017	The main objective is to be used in the clinical and research area for the measurement of gender identity.
Genderqueer Identity Scale	McGuire et al.	2018	Addresses genderqueer identity taking into consideration the process of gender identity after adolescence, before, during and after the gender transition.
Gender Identity Scale	Ho & Mussap	2019	Aims to evaluate the Gender Unicorn instrument as a measure of gender where people express the level of identification with the genders presented on the scale.
Utrecht Gender Dysphoria Scale - Gender Spectrum (UGDS-GS)	McGuire et al.	2020	Assesses dissatisfaction with gender identity and expression over time, as well as comfort with asserted gender identity.
The Transgender Identity Survey	Bockting et al.	2020	Aims to measure internalized transphobia.
The Transgender Identity Survey (Spanish)	Hernández-del-Valle et al.	2022	Aims to measure internalized transphobia in Spanish speaking populations.

On the other hand, it has been identified that transgender and gender non-binary people are those who most frequently explore their gender identity in psychotherapy. At the same time, research shows that this community suffers greater victimization, discrimination, hypervigilance, physical and psychological stressors, self-harm, and suicidal ideation when compared to cisgender individuals (Lefevor et al., 2019; Valentine & Shipherd, 2018). Also, research suggests that the definitions of masculinity and femininity have psychological consequences (APA, Boys and Men Guidelines Group, 2018; APA, Girls and Women Guidelines Group, 2018). Gender is a social determinant that influences the main health risk factors that include stressors tied to the roles individuals assume, mainly because of their sex. Therefore, gender impacts individuals' coping strategies, social relationships, personal resources, and vulnerabilities (Rosenfield, 2013).

Theoretical Framework

The tool was conceptualized based on the Gestalt theory (Corey, 2017), a gender-sexual perspective (Esteban, 2018), and an affirmative model (based on the Gender Affirmative Lifespan Approach [GALA] framework) (Rider et al., 2019). In addition, it took into consideration important factors used for the creation of the Klein Sexual Orientation Grid (KSOG) (Klein et al., 1985).

The Gestalt therapeutic model postulates that the human being is in a constant process of development and rediscovery. In the same way, the model aims to help a person accept oneself, connect with others, expand their vision of life, and make decisions (Corey, 2017). One of the main factors in the developmental process is gender identity. Within the process of exploring gender identity, one must consider the relationship between sex (biology) and gender (psycho-socio-cultural) roles, and the behaviors and patterns of attitudes associated with the binary sociocultural conceptions of being a man or woman, or masculine or feminine (the only options promoted by society based on cis-normativity). Since these roles are intrinsically tied to biological inheritance and sociocultural parameters, it is pertinent to address how these personal and behavioral manifestations affect how other people conceive gender identity and expression.

Conversely, the gender-sexual perspective tries to amplify the term gender perspective. This perspective considers the following: 1) the inclusion of intersex in the discourses of sex; 2) gender as a continuous spectrum with diverse identities; 3) gender identity separated from sexual identity; and 4) sexual orientation as a continuous and diverse spectrum, among others (Esteban, 2018). Furthermore, the Gender Affirmative Lifespan Approach (GALA) is an affirmative framework based on health disparities theory and research (Rider et al., 2019). GALA is composed of five philosophical foundations and five components. The five philosophical foundations are based on values such as: 1) trans-affirmative care; 2) intersectionality; 3) transparency; 4) developmental differences in care across the lifespan; and 5) an interdisciplinary approach. Further, the five core components of the framework are: 1) developing gender literacy; 2) building resilience; 3) moving beyond the binary; 4) exploring pleasure-oriented positive sexuality; and 5) making positive connections to medical interventions. In the process of assembling the tool, the team followed the gender-sexual perspective and the foundations and components of the GALA framework.

An innovative scientific work that continues to be relevant is the Klein Sexual Orientation Grid (KSOG) (Klein et al., 1985). The KSOG aims to understand the complexities of attitudes, emotions, and behavior of human sexual orientation over time. This research expanded on the concept of sexual orientation, recognizing that it must be integrated from a dynamic and multivariate theoretical framework. The greatest contribution of this scale was demonstrating the importance of seeing the concept of sexual orientation as a process that changes over time and how the labels "heterosexual," "bisexual," and "homosexual" are not enough to describe a person's sexual orientation (Klein et al., 1985).

The temporal element has also been incorporated into this gender identity tool, where the dimensions of the past, present, and future (ideal) are evaluated (Klein et al., 1985). The importance of the time factor is that an individual's expressions and manifestations can fluctuate. From the Gestalt theory, it is suggested that the self-processes are ever-changing because the environment undergoes continuous changes and personal experience is impacted (Corey, 2017). Through organismic self-regulation, the individual tries to

regulate themselves using their resources and their environment. This is critical because resources and environment (family, friends, support figures) may be contributing to the false self or the real self (Corey, 2017).

For Gestalt theory, the false self is what the person conceives as what they are not. Related to the gender aspect, the false self can manifest itself to the extent that the person is attributed a role according to their gender, with which they do not identify. On the other hand, there is the real self, which is defined as what each person assumes as their own self and is accepted as part of their characteristics, but these can also be wrong or learned, just like the false self. Per Gestalt theory, when people have internalized characteristics and do not question them, those characteristics are classified as introjects. The risk of introjects in the development of a personality is that people create a false image about their environment, which they consider to be true (Seelbach, 2013). The goal is for the person to achieve the ideal self—what the human being seeks to be. The further away from the ideal self a person is, the more likely they are to experience feelings of frustration and dissatisfaction.

Therefore, an instrument focused on clinically assisting a person to explore their gender identity in a non-binary spectrum that contemplates the diversity of the gender spectrum could help patients/clients/participants reflect on their gender roles, internalized attitudes, and how the component of gender manifests itself. Theoretically, this space for reflection and exploration could distance the person from falsehoods and bring them closer to their ideal. Consequently, leading an individual to an identity reflection on who they really are will strengthen their self-concept. In accordance with the Gestalt model, the situations of each person, their relationship with the environment, and the changing processes are transcendental in the development of the person's self-concept (Corey, 2017).

Objectives

The objectives of this study were: 1) to develop a clinical instrument that explores the dimensions of gender identity; 2) to validate the instrument; and 3) to determine if the responses were answered by social desirability.

METHOD

Research Design

We used a mixed-method, non-experimental design, with a cross-sectional and instrumental design. This study was by availability. In this study, the team developed and validated the Gender Identity Dimensions Clinical Tool with a sample of Puerto Rican Hispanic adults (Boateng et al., 2018).

Participants

A total of 321 people completed the study. Those who did not complete the instrument ($n = 310$) were removed from the database. In terms of demographics, 68.5% of the sample reported being between 21 and 39 years old, 65.5% identified as heterosexual, 77.3% identified as female, and 72.6% identified with a feminine expression (see Table 2).

Table 2
Sociodemographic Data of the Sample

Characteristics	<i>n</i>	%
<i>Age</i>		
21-39	220	68.5
40-59	88	27.4
60-79	12	3.7
80 or more	1	0.3
<i>Sex</i>		
Female	248	77.3
Male	68	21.2
Neither female nor male	3	0.9
Other	32	0.6
<i>Gender</i>		
Feminine	233	72.6
Masculine	63	19.6
Non-binary	19	5.9
Transgender	4	1.2
Other	2	0.6
<i>Sexual orientation</i>		
Heterosexual	197	61.4
Homosexual (gay or lesbian)	59	18.4
Bisexual	36	11.2
Pansexual	13	4.0
Asexual	4	1.2
<i>Level of Education</i>		
Bachelor's degree	112	34.9
Master's degree	108	33.6
Doctoral degree	46	14.3
Some college credits	21	6.5
Other	12	3.7
Postdoc	7	2.2
High School degree	7	2.2
Technical degree	5	1.6
Associate degree	3	0.9

Instruments

Sociodemographic Questionnaire. To find out the sociodemographic characteristics of the sample, a sociodemographic data questionnaire was used. This questionnaire included questions such as age, sex, gender identity, sexual orientation, place and area of residence, presence of functional diversity, religious or spiritual affiliation, and educational level.

Gender Identity Dimensions Clinical Tool. To explore the dimensions of gender identity over time, the preliminary version (in Spanish) of the Gender Identity Dimensions Clinical Tool was used. The 33-element instrument consisted of three dimensions: gender roles, personal gender expression, and socially perceived gender expression. The time dimension of these gender characteristics was evaluated with reference to the past, present, and future. The scores of the tool used the Likert scale, with responses from 1 to 7 being: 1) Only female, 2) Mostly female, 3) Somewhat female, 4) Equally female and male, 5) Somewhat masculine, 6) Mostly masculine, and 7) Only masculine. In addition, the team included two more options: (0) Neither female nor male, and (N/A) in case the person understands that it does not apply.

Social Desirability Scale. To measure the participants' tendency to respond based on what they believe is socially accepted, the Social Desirability Scale (SDS) by Rosario-Hernández & Rovira-Millán (2002) was used. This scale was developed in Spanish and validated in Puerto Rico. It has 11 items that are scored on a Likert scale from 1 to 6, as follows: 1) *Strongly disagree*, 2) *Moderately disagree*, 3) *Somewhat disagree*, 4) *Somewhat agree*, 5) *Moderately agree*, and 6) *Strongly agree*. Some item examples are: "Most people cheat on an exam, even once in their lives", "Most people have behaved hypocritically with others, even once", and "I think most people have lied to get out of a problem". This scale has gone through several factorial analyses that validate the constructs. The scale has a suitable Cronbach's alpha of .86.

Procedure

The study was evaluated and approved by the Institutional Review Board of Ponce Health Sciences University (#2010046721) in Ponce, Puerto Rico. After confirming that there were no existing instruments, the first phase of this study was the development of the instrument. During the development of the

clinical tool to explore the gender identity domain, recommendations for best practices to develop and validate scales were used to increase scientific rigor (Boateng et al., 2018), despite being a tool and not a psychometric scale. An extensive literature review was carried out, where the research team found that the gender construct could be categorized into three domains or dimensions: 1) gender roles, 2) personal gender expressions, and 3) socially perceived gender expressions. Then, another literature review was carried out to determine what elements measured these dimensions. The factors that were considered in the dimensions of gender roles were: a) games played, b) preferred games, c) room decoration, d) domestic chores, e) preferred careers, f) sports, g) arts, h) personal qualities, i) role models, j) relationship roles, and k) roles expected by society. For the dimensions of gender expressions, both personal and socially perceived, the following were considered: a) feelings, b) clothing, c) accessories, d) makeup, e) facial expressions, f) body movement, g) muscle tone, h) vocal tone, i) vocabulary, and j) aesthetics.

The second phase consisted of a content-validation process held by eight expert judges and a statistical analysis of content validity, which was carried out using the Lawshe Technique (Wilson et al., 2012). These judges were sent an informed consent and an instrument via email, by invitation only. The instrument contained the purpose of the tool, the conceptual definitions, the instructions, and all the elements divided into the dimensions with three options (non-essential, essential, and essential but needs modifications), and a space for modifications or recommendations. The criteria taken into consideration by the judges were: having a degree in psychology or another branch of mental health and having clinical experience and/or research on gender and/or gender identity issues, or having experience developing, validating, and/or adapting instruments. The judges in this analysis were experts on gender and/or gender identities: four doctors in clinical psychology (PhD and PsyD), one doctor in social-community psychology, one doctor in psychological counseling, one doctoral student with a master's degree in clinical psychology, and one social worker with a master's degree.

The third phase consisted of recruiting a sample to collect the data for the tool-validation process, from

December 2020 to December 2021 [15/12/2020–05/12/2021]. Participants had to meet the following inclusion criteria: (a) be 21 years of age or older (legal adulthood in Puerto Rico), (b) identify as Puerto Rican, (c) be able to read in Spanish, and (d) have the ability to consent to participate in the study. The SurveyMonkey platform was used to submit informed consent and self-administer the study instruments. The study was promoted through an electronic flyer. The information offered in the promotional flyers included the main objective of the study, the inclusion criteria to participate, and the electronic link and a QR code to access the participation information. Promotions were disseminated via email and social networks such as Facebook, Instagram, Twitter, LinkedIn, and WhatsApp. In addition, Facebook Ads were used to “boost” the flyer from the institution’s main page. People who accessed the link or used the QR code had electronic admittance to read the informed consent. Also, participants provided written informed consent to take part in the study. As this study was anonymous, it was not necessary for participants to provide their contact information, name, or other details that could identify them.

Due to the low participation of people with trans, non-binary, and other diverse gender identities, a specific flyer was created that included the trans flag to attract attention and increase participation. This flyer was sent to various LGBTQ+ community organizations in Puerto Rico to help us with disseminating the study.

Data Analysis Plan

The data were analyzed using the IBM SPSS statistical package, version 28, where descriptive analysis of the participants and the elements (mean, standard deviation), discrimination analysis, reliability, and correlation analysis were performed. To examine the discriminatory capacity of the elements, the total elements correlation index (rbis) was used, which must be greater than .30 (Field, 2013; Kline, 2000). Reliability was calculated using McDonald’s omega coefficient and Cronbach’s alpha, which had to be greater than .70 to be considered acceptable (Field, 2013; Kline, 2000). Finally, social desirability was estimated by correlating (Pearson’s r correlation index) all dimensions with the Social Desirability Scale.

RESULTS

Validation of Expert Judges

In the first phase, a statistical analysis of content validity was carried out using the method of judges and the Lawshe Technique. Scores ranged from .75 to 1.00. Of the 33 initial elements, three were eliminated for scoring below .75 (i.e., games played [= .25]; arts [= .50]) or due to justified suggestions from the judges (preferred games [= .75]). Furthermore, at the judges’ suggestion, one of the elements was changed from “personal qualities” to “personal characteristics,” and a new element, “hobbies,” was added to the gender roles dimension. The final tool ended with a total of 31 elements and continued with its three dimensions.

Descriptives and Reliability

The frequencies and percentages of all the elements (items) in their three dimensions were obtained to rule out any binary answers (e.g., only feminine, only masculine) and to observe variability. The results showed variability in the responses (see Table 3). The discriminatory ability of the elements was then examined. The results demonstrated healthy discrimination indices that ranged from .404 to .859. Finally, the reliability of all the dimensions and times of the instrument was estimated, which resulted in satisfactory values that fluctuated from .84 to .95 (see Table 4).

Social Desirability

After calculating the associations between social desirability and the different dimensions of the instrument (see Table 3), no significant associations were found. An inferential multiple linear regression analysis was carried out as confirmation. This analysis also showed that there are no significant associations ($F(9, 277) = 1.119, p = .349$) between social desirability and the dimensions [gender roles-past ($p = .115$); gender roles-present ($p = .425$); gender roles-future ($p = .586$); personal expression of gender-past ($p = .562$); personal expression of gender-present ($p = .398$); personal expression of gender-future ($p = .634$); socially perceived gender expression-past ($p = .375$); socially-present perceived gender expression ($p = .782$); and socially perceived gender expression-future ($p = .434$)], suggesting that all dimensions were not answered by social desirability.

Table 3
Percent Description of the Tool Elements by Time

	Past (%)							Present (%)							Future [Ideal] (%)									
	0	1	2	3	4	5	6	7	0	1	2	3	4	5	6	7	0	1	2	3	4	5	6	7
Gender Roles																								
Dimension																								
Room decoration	1	2	2	1	1	0	0	0	2	0	1	1	4	0	0	0	2	0	1	0	4	0	0	0
	1	4	5	0	5	3	6	5	0	6	3	1	0	5	4	2	2	5	0	8	6	4	4	2
Household chores	0	2	2	1	3	0	0	0	1	0	1	1	5	0	0	0	1	0	0	0	7	0	0	0
	9	0	0	1	3	3	3	1	5	3	2	0	7	2	1	1	8	2	5	4	0	2	1	1
Careers of preference	1	0	1	0	4	0	0	0	1	0	0	0	6	0	0	0	2	0	0	0	6	0	0	0
	3	5	0	7	4	8	9	4	8	2	6	7	2	4	2	1	1	2	5	5	3	2	1	1
Sports	2	0	0	0	3	1	1	0	2	0	0	0	5	0	0	0	2	0	0	0	5	0	0	0
	1	4	6	5	4	2	3	5	7	2	3	4	1	8	4	1	7	2	3	3	6	5	3	1
Hobbies	1	0	1	1	4	1	0	0	1	0	0	0	6	0	0	0	1	0	0	0	6	0	0	0
	3	4	0	0	7	0	5	2	7	1	7	7	3	3	2	1	8	1	5	5	6	3	2	1
Personal qualities	1	0	1	1	4	0	0	0	1	0	1	1	5	0	0	0	1	0	1	0	5	0	0	0
	1	7	7	0	2	7	3	3	3	3	2	2	4	3	1	1	6	3	1	8	7	3	1	2
Role models	0	0	1	0	4	0	0	0	1	0	1	0	5	0	0	0	1	0	1	0	6	0	0	0
	8	8	9	7	1	7	7	3	2	3	6	9	3	4	3	1	5	2	3	5	0	2	2	1
Roles in the relationship	1	1	1	1	2	0	0	0	1	0	0	1	5	0	0	0	1	0	0	0	6	0	0	0
	0	3	6	1	7	8	9	6	3	4	8	0	4	8	3	3	5	3	6	4	4	4	2	2
Roles expected by society	0	1	1	1	2	0	1	0	1	0	1	1	4	0	0	0	1	0	0	0	6	0	0	0
	8	8	8	0	6	7	0	4	1	7	1	2	6	8	3	2	4	6	7	5	0	5	2	2
Personal Gender Expression																								
Feelings	0	1	2	1	2	0	0	0	1	0	1	1	4	0	0	0	1	0	1	0	5	0	0	0
	8	5	8	4	5	7	2	1	0	5	7	8	4	4	2	1	3	5	2	8	9	2	2	1
Clothing	0	1	2	1	1	0	0	0	0	1	2	1	2	0	0	0	1	1	2	1	3	0	0	0
	6	8	5	2	6	8	7	9	7	0	2	4	7	7	8	7	0	0	0	2	0	6	7	6
Accessories	0	2	2	1	1	0	0	0	0	1	1	1	2	0	0	0	0	1	1	1	3	0	0	0
	5	4	1	5	4	5	7	8	7	4	9	6	6	5	8	6	9	3	7	4	2	5	6	5
Makeup	1	3	1	1	0	0	0	0	1	1	1	1	1	0	0	0	1	1	1	1	2	0	0	0
	6	6	7	4	4	3	2	8	6	9	8	8	7	2	3	7	6	9	4	4	6	2	3	6
Facial expressions	1	1	2	1	2	0	0	0	1	1	1	1	3	0	0	0	1	1	1	1	4	0	0	0
	3	4	2	3	5	6	4	3	4	0	6	3	5	5	4	3	5	0	3	0	2	4	4	3
Upper body movement	0	1	2	1	2	1	0	0	1	1	1	1	3	0	0	0	1	1	1	1	3	0	0	0
	9	4	3	4	0	0	8	4	0	1	7	3	5	7	4	3	2	0	7	3	7	5	4	3
Lower body movement	0	1	2	1	2	0	0	0	0	1	1	1	3	0	0	0	1	1	1	1	3	0	0	0
	8	7	2	4	1	9	7	4	9	1	6	7	3	7	5	3	1	0	5	3	6	6	5	3
Muscle tone	1	1	1	1	1	1	1	0	1	1	1	1	2	1	0	0	1	1	1	1	2	0	0	0
	0	9	6	0	4	0	4	9	1	6	7	0	3	4	7	3	2	6	3	2	8	8	8	4
Vocal tone	0	2	2	1	1	0	0	0	0	2	1	1	2	1	0	0	0	2	1	1	2	0	0	0
	5	4	1	4	5	8	9	5	6	0	6	2	5	1	5	4	7	0	7	1	6	9	5	5
Vocabulary	1	0	1	1	3	0	0	0	1	0	0	0	5	0	0	0	1	0	0	0	5	0	0	0
	3	9	3	3	2	8	7	5	4	5	8	9	1	6	5	3	7	4	8	7	3	5	4	3
Aesthetics	0	2	2	1	1	0	0	0	0	1	1	1	3	0	0	0	1	1	1	1	3	0	0	0
	8	4	2	4	8	5	5	5	8	4	8	7	1	4	6	3	0	4	6	2	8	3	5	3

Socially Perceived Gender Expression

Feelings	1	1	2	1	2	0	0	0	1	1	1	1	3	0	0	0	1	0	1	0	5	0	0	0
	0	8	5	5	2	4	4	2	1	0	7	5	7	5	3	1	2	9	1	9	1	4	3	1
Clothing	0	2	2	1	1	0	0	0	0	1	2	1	3	0	0	0	0	1	1	1	3	0	0	0
	5	2	1	3	8	8	7	7	6	3	1	4	0	5	7	5	8	2	8	1	6	5	6	5
Accessories	0	2	2	1	1	0	0	0	0	1	1	1	2	0	0	0	0	1	1	1	3	0	0	0
	8	4	4	3	7	5	4	6	8	5	8	6	9	5	6	4	8	4	6	1	8	2	6	4
Makeup	1	3	1	1	0	0	0	0	1	2	2	1	1	0	0	0	1	2	1	1	2	0	0	0
	8	6	9	1	7	2	3	5	6	1	0	9	5	2	4	5	7	0	5	7	5	1	3	5
Facial expressions	1	1	2	1	2	0	0	0	1	1	1	1	3	0	0	0	1	0	1	1	4	0	0	0
	1	4	3	3	5	5	6	4	3	0	7	5	4	4	5	3	4	9	4	0	3	2	5	3
Upper bodymovement	1	1	2	1	2	0	0	0	1	1	1	1	3	0	0	0	1	1	1	0	4	0	0	0
	0	6	4	1	1	6	8	4	0	2	7	5	3	6	5	3	3	1	5	8	2	3	4	4
Lower bodymovement	0	1	2	1	1	0	0	0	1	1	1	1	2	0	0	0	1	1	1	0	3	0	0	0
	9	8	3	4	8	8	7	5	0	2	9	5	9	6	5	4	2	2	7	9	7	5	5	4
Muscle tone	1	2	1	0	1	0	1	0	1	1	1	1	2	1	0	0	1	1	1	1	3	0	0	0
	0	1	5	9	5	9	3	9	0	6	6	1	2	4	9	3	2	4	4	1	0	8	7	4
Vocal tone	0	2	1	1	1	1	0	0	1	1	1	1	2	1	0	0	1	1	1	1	2	0	0	0
	9	3	9	3	6	0	8	3	0	9	5	5	1	2	5	4	2	8	4	2	8	7	6	4
Vocabulary	1	1	1	1	2	1	0	0	1	0	0	1	4	0	0	0	1	0	0	0	5	0	0	0
	3	2	4	0	9	0	8	4	4	6	9	1	5	9	5	2	6	6	8	9	1	5	4	2
Aesthetics	0	2	2	1	1	0	0	0	0	1	2	1	2	0	0	0	1	1	1	1	3	0	0	0
	9	5	3	2	6	5	6	4	9	4	0	9	6	5	5	3	1	3	7	1	8	3	5	3

Note. n = 321. Percentages were rounded to integer numbers; 0.01 to 0.04 were round to 1.0. 0 = neither feminine, nor masculine, 1 = only feminine, 2 = mostly feminine, 3 = somewhat feminine, 4 =equally feminine and masculine, 5 = somewhat masculine, 6 = mostly masculine, 7 = only masculine.

Table 4
Tool Dimensions Means, Standard Deviations, McDonalds’ Omega, Cronbach’s Alpha, and Correlation with Social Desirability

Dimensions and Times	M	SD	ω	α	r	p
Gender Roles						
Past	28.16	10.94	.84	.84	-.05	.42
Present	27.95	10.11	.84	.85	-.05	.33
Future	27.99	10.91	.88	.88	-.06	.27
Personal Gender Expression						
Past	31.51	15.16	.91	.91	.04	.50
Present	33.30	14.90	.93	.93	-.03	.64
Future	33.38	14.99	.93	.93	-.05	.63
Social Perceived Gender Expression						
Past	30.60	15.66	.92	.92	.08	.17
Present	32.91	15.38	.94	.94	-.01	.88
Future	32.91	15.91	.95	.94	-.01	.86

Note. M = mean; SD = standard deviation; ω = McDonald’ Omega; r = correlation with socialdesirability; p = correlation significance.

DISCUSSION

This study aimed to develop and validate a clinical instrument that seeks to explore gender dimensions in a clinical setting, and to determine if the responses were influenced by social desirability. As mentioned earlier, other psychometric instruments (scale type) have been developed to measure constructs such as gender dysphoria and gender identity. However, no instruments have been published that explore gender identity and its dimensions in a clinical setting. This study provided preliminary evidence that the Gender Identity Dimensions Clinical Tool is a preliminarily valid and reliable instrument in Spanish to use with Puerto Rican Hispanic individuals in a clinical setting.

Since gender identity is subjective and this instrument does not have the intention to quantify a construct, such as scales, the team decided to use the term “*tool*.” Consequently, instead of using terms like “*items*” or “*subscales*,” the team uses “*elements*” and “*dimensions*.” This also means that this instrument is not intended to be used as a partial or total punctuation, as this punctuation is nominal. However, it can be used for research as descriptive information.

To develop the tool, an extensive literature review based on gender, gender identity, and gender measures was completed. Two main factors were identified, gender roles and gender expression. However, gender expression itself exhibited two dimensions: how the person identified themselves and interpreted their gender expression, and how they perceived others interpret it. Therefore, three dimensions were developed: 1) gender roles, 2) personal gender expression, and 3) socially perceived gender expression. After the expert revision, the three dimensions remained. Moreover, gender and identities, as a psychosocial construct, change over time. For this reason, three time-related dimensions were also added: 1) past, 2) present, and 3) future or Ideal, as suggested by Klein et al. (1985). The multidimensional tool totaled 9 dimensions.

However, the expert panel did have recommendations for the elements of the dimensions. As mentioned before, elements such as art were eliminated, since experts agreed it was a “genderless” construct. This presented a challenge for the research team in determining which elements could be measured as a

spectrum. Still, as shown in Table 3, all elements demonstrated a spectrum capacity. Furthermore, it suggests evidence of gender roles and expression as fluid and diverse, at least in this sample of Hispanic-Puerto Ricans individuals. Finally, as with many studies, the team wanted to evaluate if social desirability influenced the participants’ responses. Results suggest participants did not answer by social desirability.

The development of the Gender Identity Dimensions Clinical Tool responds to the critical necessity to explore gender in the clinical setting in a more affirmative, comprehensive, and holistic way. Having an accessible tool to clinically explore individuals on the gender spectrum is important for patients/clients/participants to learn and identify possible identities, or just to get to know themselves better (their real self). Additionally, this tool gives clinicians and their patients/clients/participants a sense that everybody has a gender identity and expression and assumes gender roles. Therefore, even if they identify as cisgender, this identity is still equally diverse, as are trans and non-binary identities.

Strengths and Limitations

This study contains some strengths and limitations. Some of the strengths are: 1) a varied sample of participants (e.g., gender identity, sexual orientation, age, place of residence), 2) all dimensions were preliminarily valid and reliable, and 3) participants seemed to not answer by social desirability. On the other hand, some of the limitations of the study are: 1) low participation of males (assigned at birth) and no participation of intersex-identifying individuals, 2) it was a non-representative sample (by availability), consequently impacting its replicability, and 3) it only included Hispanic individuals from and living in Puerto Rico. The team wants to highlight that this instrument can be influenced by a colonized vision of the meaning and construction of gender, and therefore only projects a Eurocentric vision of the construct. Finally, because this instrument was not developed to measure a construct, the team did not consider other statistical analyses for validation such as statistical power, inter-factor correlations, model fit, internal consistency, or convergent validity of the dimensions.

Future Directions

Regarding future studies with this tool, the team recommends increasing the sample size, specifically the participation of males, trans, and non-binary individuals. The translation, adaptation, and validation of the tool into English is also suggested, as it will be more accessible to researchers around the world. The team also proposes validating and adapting the tool with adolescent individuals. In addition, the team highly recommends validating and comparing results with a sample of intersexual individuals. Finally, adapting and validating the instrument with other Hispanic/Latinx countries, and other ethnicities and cultures, could improve the validation and visibility of the tool.

CONCLUSION

The Gender Identity Dimensions Clinical Tool is a preliminarily valid instrument and showed good reliability. This study provided a new clinical tool to verbally explore gender, specifically the client/patient's gender identity, with a non-pathologized vision. Its nine dimensions demonstrate the complexity of the gender construct, allowing a more holistic view in clinical practice. As mentioned by Wang et al. (2023), "...developing new instruments also signifies more possibilities for future research..." (p. 15).

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Informed Consent: Informed consent was obtained from all the participants.

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GIDCT

Gender Identity Dimensions Clinical Tool

Name:	_____
Date:	_____
Age:	_____
ID:	_____

Purpose: The purpose of this tool is to explore the various dimensions of gender identity. It consists of three main dimensions: 1) gender roles, 2) personal gender expression, and 3) socially perceived gender expression. Each dimension will be explored in the: past, present and future (ideal). Please read the participant and carefully circulate each number according to the score that seems most accurate to the person. If the person is unsure about which score to select, you can tell them to select the score that seems most appropriate on average or talk to the person about it to find the best score.

Clinical Instructions: This tool is answered with a score from 1 to 7: being (1) Female Only, (2) Mostly Female, (3) Somewhat Female, (4) Equally Female and Male, (5) Somewhat Masculine, (6) Mostly Masculine, and (7) Male Only. You will also find the options of (0) Neither Female, Nor Male and (N/A) in case the reagent does not apply. It should be noted that there are no right or wrong answers. If you have any questions about any term, you can consult the definitions provided at the end of the tool.

Instructions for the Participant: The following tool is answered with a spectrum score from 1 to 7: being (1) Female Only, (2) Mostly Female, (3) Somewhat Female, (4) Equally Female and Masculine, (5) Somewhat Masculine, (6) Mostly Masculine, and (7) Male Only. You will also have two additional options: (0) Neither Female, Nor Male, and (N/A) in case the reagent does not apply. It should be noted that there are no right or wrong answers and the scores do not have a particular meaning. If you have any doubts about a term, we can consult it in the definitions provided at the end. Now I will read you some previous definitions that you must understand in order to be able to answer the tool properly.



CONCEPTUAL DEFINITIONS

Concepts	Definitions
Gender Roles	They are the behaviors and attitude patterns characteristically associated with being male or female as defined in a given society.
Personal Expression of Gender	The external personal and behavioral manifestations of gender, usually associated with the constructs of masculine, feminine or another variant of gender.
Socially Perceived Gender Expression	It is the perception of how people are believed to perceive their own external behavioral manifestations of gender. The definitions and examples presented in Gender Expression also apply to this dimension. The distinction in this part of the scale is that it seeks to explore your perception of how you consider people to perceive the gender characteristics expressed by you.
Past	It refers to how gender behaviors and expressions are currently perceived in their childhood and/or adolescence. If they were different, you can mark an average.
Present	It refers to what these behaviors and gender expressions are like today. If these vary, it can mark an average.
Future	It refers to how you visualize these behaviors and gender expressions in about 5 years. If these vary, it can mark an average.

Dimension	Gender Roles	Time																													
		Past										Present										Future									
1.	Room Decoration	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A			
2.	Housework	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A			
3.	Preferred Careers	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A			
4.	Sport	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A			
5.	Hobbies	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A			
6.	Personal Characteristics	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A			
7.	Role Models "Role Models"	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A			
8.	Roles in the Relationship	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A			
9.	Roles Expected by Society	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A			

Feedback:

(1) Female only, (2) Mostly feminine, (3) Somewhat feminine, (4) Equally feminine and masculine, (5) Somewhat masculine, (6) Mostly Male, (7) Male Only (0) Neither Female, Nor Male and (N/A) in case Not applicable.



Personal Expression of Gender		Past	Present	Future
10.	Feelings	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
11.	Dress	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
12.	Accessories	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
13.	Makeup	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
14.	Facial Expressions	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
15.	Upper Body Movement	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
16.	Lower Body Movement	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
17.	Muscle Tone	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
18.	Vocal Tone	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
19.	Vocabulary	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
20.	Aesthetics	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A

Feedback:

(1) Female only, **(2)** Mostly feminine, **(3)** Somewhat feminine, **(4)** Equally feminine and masculine, **(5)** Somewhat masculine, **(6)** Mostly Male, **(7)** Male Only **(0)** Neither Female, Nor Male and **(N/A)** in case Not applicable.



Perceived Gender Expression Socially		Past	Present	Future
21.	Feelings	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
22.	Dress	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
23.	Accessories	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
24.	Makeup	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
25.	Facial Expressions	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
26.	Upper Body Movement	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
27.	Lower Body Movement	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
28.	Muscle Tone	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
29.	Vocal Tone	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
30.	Vocabulary	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
31.	Aesthetics	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A

Comments:

(1) Female only, **(2)** Mostly feminine, **(3)** Somewhat feminine, **(4)** Equally feminine and masculine, **(5)** Somewhat masculine, **(6)** Mostly Male, **(7)** Male Only **(0)** Neither Female, Nor Male and **(N/A)** in case Not applicable.



DEFINITIONS OF TERMS

Terms	Definitions	Examples
Gender Roles Dimension		
Room Decoration	We are referring to the colors, themes and symbols in the room.	Examples: Themes: flowers, superheroes, princesses, cars, cartoons, among others. Colors: how the room is painted and the accessories, among others.
Housework	We are referring to responsibilities at home.	Cooking, cleaning interiors, cleaning exteriors, washing dishes, washing clothes, throwing away the garbage, repairing things, among others.
Preferred Careers	We are referring to the interest you may have in an occupation or a series of occupations	Occupations: repair of belongings, money management, warehouse work, work with machinery, physical health area, mental health area, cleaning, beauty aspect, physical conditioning, among others.
Sport	We refer to any physical activity, exercised as a game or competition, the practice of which involves training and subjection to rules.	Volleyball, basketball, gymnastics, baseball, athletics, boxing, swimming, soccer, among others.
Hobbies	We are referring to activities that serve to entertain and enjoy free time.	Do some sports, read, paint, play billiards, fish, gardening, photography, sewing, yoga, among others.
Personal Characteristics	We refer to the distinctive characteristics of each individual.	Responsibility, honesty, empathy, generosity, loyalty, courage, intellect, tolerance, selfishness, perfectionism, consideration, jealousy, pessimism, among others.

Role Models	We refer to the person we want to be and inspire us to make a difference in our lives.	Superhero, idol, family/acquaintance, among others.
Roles in the Relationship	We are referring to the function that someone plays in a relationship.	Opening the door, paying the bill, making decisions, providing, care, protection, finances, among others.
Roles Expected by Society	We refer to the behaviors that society imposes and expects of an individual in a given situation.	Parenting, providing, professions, household chores, occupations, caring for other people, among others.
Dimension Personal Gender Expression/Socially Perceived Gender Expression		
Feelings	This encompasses how we manifest emotions.	Crying, isolating oneself, arguing, screaming, breaking, avoiding, laughing,
Dress	It consists of the clothes you wear to daily.	affection, hugging, sharing, going out, among others. Suits, skirts, shorts, jeans, shirts buttons, shirts, tennis shoes, heels, sandals, loafers, among others.
Accessories	We're talking about the accessories you use on a daily basis.	Caps, necklaces, straps, screens, bracelets and rings.
Makeup	By this, we mean the use of cosmetics.	Powder, shadow, lipstick, nail polish, among others.
Facial Expressions	We are referring to the gestures you make when speaking.	Eyebrow movement, smile, wrinkle of the forehead, face with neutral expression, among others.
Upper Body Movement	We refer to a set of ways that our body has to transmit feelings and emotions.	Movement of shoulders, head, arms, hands and posture.

Lower Body Movement	By this, we refer to the set of ways that our body has to transmit feelings and emotions.	Way of walking, way of sitting, crossing of legs, among others.
Muscle Tone	We are referring to the volume and definition of muscles. It has nothing to do with weight.	Toning, how the muscle is marked, muscle size, among others.
Vocal Tone	We refer to the characteristics, volume and intensity.	Articulation, warm, safe, leisurely, sharp (fine), thick, high, low, among others.
Vocabulary	Selection of words used to daily.	Profane, complacent, authoritarian, among others.
Aesthetics	Cosmetic care that is carried out.	Leg, eyebrow, armpit waxing, aesthetic operations, among others.

**Note: This clinical tool does not have a partial or total score.
If used for research purposes, it should only be used in a descriptive manner.**

HCEDIG

Herramienta Clínica para Explorar las Dimensiones de la Identidad de Género

Nombre:	_____
Fecha:	_____
Edad:	_____
ID:	_____

Propósito: El propósito de esta herramienta es explorar las diversas dimensiones de la identidad de género. Este consiste en tres dimensiones principales: 1) los roles de género, 2) la expresión personal del género y 3) la expresión de género percibida socialmente. Cada dimensión será explorada en el: pasado, presente y futuro (ideal). Por favor, lea al participante y circule cuidadosamente cada número según la puntuación que le parezca más acertada a la persona. Si la persona siente inseguridad sobre cuál puntuación seleccionar, puede mencionarle que seleccione la puntuación que le parezca más adecuada en promedio o dialogue con la persona al respecto para encontrar la mejor puntuación.

Instrucciones Clínicas: Esta herramienta se contesta con una puntuación del 1 al 7: siendo (1) Solamente Femenino, (2) Mayormente Femenino, (3) Algo Femenino, (4) Igualmente Femenino y Masculino, (5) Algo Masculino, (6) Mayormente Masculino, y (7) Solamente Masculino. También encontrará las opciones de (0) Ni Femenino, Ni Masculino y (N/A) por si No Aplica el reactivo. Cabe destacar que no hay respuestas correctas o incorrectas. En caso de tener alguna duda sobre algún término puede consultar las definiciones provistas al final de la herramienta.

Instrucciones para la Persona Participante: La siguiente herramienta se contesta con una puntuación tipo espectro del 1 al 7: siendo (1) Solamente Femenino, (2) Mayormente Femenino, (3) Algo Femenino, (4) Igualmente Femenino y Masculino, (5) Algo Masculino, (6) Mayormente Masculino, y (7) Solamente Masculino. También tendrá dos opciones adicionales: (0) Ni Femenino, Ni Masculino y (N/A) por si no aplica el reactivo. Cabe destacar que no hay respuestas correctas o incorrectas y las puntuaciones no tienen un significado en particular. Si le surge alguna duda sobre algún término, lo podemos consultar en las definiciones provistas al final. Ahora le leeré unas definiciones previas que debe entender para poder contestar adecuadamente la herramienta.



DEFINICIONES CONCEPTUALES

Conceptos	Definiciones
Roles de Género	Son los comportamientos y los patrones de actitud característicamente asociados con ser hombre o mujer como se define en una sociedad dada.
Expresión Personal del Género	Las manifestaciones personales y conductuales externas del género, usualmente asociadas a los constructos de lo masculino, lo femenino u otra variante del género.
Expresión de Género Percibida Socialmente	Es la percepción que se tiene de cómo se cree que las personas perciben las propias manifestaciones conductuales externas del género. Las definiciones y ejemplos presentados en Expresión de género también se aplican a esta dimensión. La distinción en esta parte de la escala es que busca explorar tu percepción de cómo consideras que las personas perciben las características de género expresadas por ti.
Pasado	Se refiere a cómo se perciben actualmente las conductas y expresiones de género en su niñez y/o adolescencia. Si eran diferentes puede marcar un promedio.
Presente	Se refiere a cómo son estas conductas y expresiones de género en la actualidad. Si estas varían puede marcar un promedio.
Futuro	Se refiere a cómo usted visualiza estas conductas y expresiones de género en unos 5 años. Si estas varían puede marcar un promedio.

Dimensión		Tiempo																										
		Pasado									Presente									Futuro								
Roles de Género																												
1.	Decoración de Cuarto	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A
2.	Tareas Domésticas	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A
3.	Carreras de Preferencia	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A
4.	Deportes	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A
5.	Pasatiempos	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A
6.	Características Personales	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A
7.	Modelos a Seguir “Role Models”	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A
8.	Roles en la Relación	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A
9.	Roles Esperados por la Sociedad	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A	1	2	3	4	5	6	7	0	N/A

Comentarios:

(1) Solamente Femenino, **(2)** Mayormente Femenino, **(3)** Algo Femenino, **(4)** Igualmente Femenino y Masculino, **(5)** Algo Masculino, **(6)** Mayormente Masculino, **(7)** Solamente Masculino **(0)** Ni Femenino, Ni Masculino y **(N/A)** por si No aplica.

Expresión Personal del Género		Pasado	Presente	Futuro
10.	Sentimientos	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
11.	Vestimenta	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
12.	Accesorios	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
13.	Maquillaje	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
14.	Expresiones Faciales	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
15.	Movimiento Corporal Superior	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
16.	Movimiento Corporal Inferior	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
17.	Tono Muscular	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
18.	Tono Vocal	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
19.	Vocabulario	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
20.	Estética	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A

Comentarios:

(1) Solamente Femenino, **(2)** Mayormente Femenino, **(3)** Algo Femenino, **(4)** Igualmente Femenino y Masculino, **(5)** Algo Masculino, **(6)** Mayormente Masculino, **(7)** Solamente Masculino **(0)** Ni Femenino, Ni Masculino y **(N/A)** por si No aplica.

Expresión de Género Percibida Socialmente		Pasado	Presente	Futuro
21.	Sentimientos	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
22.	Vestimenta	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
23.	Accesorios	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
24.	Maquillaje	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
25.	Expresiones Faciales	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
26.	Movimiento Corporal Superior	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
27.	Movimiento Corporal Inferior	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
28.	Tono Muscular	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
29.	Tono Vocal	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
30.	Vocabulario	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A
31.	Estética	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A	1 2 3 4 5 6 7 0 N/A

Comentarios:

(1) Solamente Femenino, (2) Mayormente Femenino, (3) Algo Femenino, (4) Igualmente Femenino y Masculino, (5) Algo Masculino, (6) Mayormente Masculino, (7) Solamente Masculino (0) Ni Femenino, Ni Masculino y (N/A) por si No aplica.

DEFINICIONES DE LOS TÉRMINOS

Términos	Definiciones	Ejemplos
Dimensión Roles de Género		
Decoración del Cuarto	Nos referimos a los colores, temáticas y símbolos en la habitación.	Ejemplos: Temáticas: flores, super héroes, princesas, carritos, dibujos animados, entre otros. Colores: cómo el cuarto está pintado y los accesorios, entre otros.
Tareas Domésticas	Nos referimos a las responsabilidades en el hogar.	Cocinar, limpiar interiores, limpiar exteriores, lavar platos, lavar ropa, botar la basura, reparación de cosas, entre otras.
Carreras de Preferencia	Nos referimos al interés que puedas tener en una ocupación o una serie de ocupaciones	Ocupaciones: reparación de enseres, manejo de dinero, trabajo de almacén, trabajo con maquinaria, área de la salud física, área de salud mental, limpieza, aspecto de belleza, condicionamiento físico, entre otras.
Deportes	Nos referimos a cualquier actividad física, ejercida como juego o competición, cuya práctica supone entrenamiento y sujeción a normas.	Voleibol, baloncesto, gimnasia, béisbol, atletismo, boxeo, natación, fútbol, entre otros.
Pasatiempos	Nos referimos a las actividades que sirven para entretenerse y disfrutar el tiempo libre.	Hacer algún deporte, leer, pintar, jugar billar, pescar, jardinería, fotografía, costura, yoga, entre otros.
Características Personales	Nos referimos a las características distintivas de cada individuo.	Responsabilidad, honestidad, empatía, generosidad, lealtad, valentía, intelecto, tolerancia, egoísmo, perfeccionismo, consideración, celos, pesimismo, entre otras.

Modelos a Seguir	Nos referimos a la persona que queremos ser y nos inspiran a hacer una diferencia en nuestras vidas.	Súper héroe, ídolo, familiar/conocido, entre otros.
Roles en la Relación	Nos referimos a la función que alguien desempeña en una relación de pareja.	Abrir la puerta, pagar la cuenta, toma de decisiones, proveer, cuidado, protección, finanzas, entre otros.
Roles Esperados por la Sociedad	Nos referimos a las conductas que la sociedad impone y espera de un individuo en una situación determinada.	Crianza, proveer, profesiones, tareas del hogar ocupaciones, cuidado de otras personas, entre otros.
Dimensión Expresión Personal de Género/Expresión de Género Percibida Socialmente		
Sentimientos	Esto abarca la forma en cómo manifestamos las emociones.	Llorar, aislarse, discutir, gritar, romper, evitar, reír, afecto, abrazar, compartir, salir, entre otros.
Vestimenta	Consiste en la ropa que utilizas a diario.	Trajes, faldas, pantalones cortos, mahones, camisas de botones, camisillas, tenis, tacones, sandalias, mocasines, entre otros.
Accesorios	Nos referimos a los accesorios que utilizas a diario.	Gorras, collares, correas, pantallas, pulseras y sortijas.
Maquillaje	Con esto, nos referimos al uso de cosméticos.	Polvo, sombra, lápiz labial, pinta uñas, entre otros.
Expresiones Faciales	Nos referimos a los gestos que haces al hablar.	Movimiento de cejas, sonrisa, arrugar la frente, rostro con expresión neutral, entre otros.
Movimiento Corporal Superior	Nos referimos conjunto de maneras que tiene nuestro organismo de transmitir sentimientos y emociones.	Movimiento de hombros, cabeza, brazos, manos y postura.

Movimiento Corporal Inferior	Con esto, nos referidos al conjunto de maneras que tiene nuestro organismo de transmitir sentimientos y emociones.	Forma de caminar, forma de sentarse, cruce de piernas, entre otras.
Tono Muscular	Nos referimos al volumen y definición de músculos. No tiene que ver con el peso.	Tonificación, cómo se marca el músculo, tamaño del músculo, entre otros.
Tono Vocal	Nos referimos a las características, volumen e intensidad.	Articulación, cálido, seguro, pausado, agudo (fino), grueso, alto, bajo, entre otros.
Vocabulario	Selección de palabras utilizadas a diario.	Palabras soeces, complaciente, autoritario, entre otros.
Estética	Cuidado cosmético que se lleva a cabo.	Depilación de piernas, cejas, axila, operaciones estéticas, entre otras.

Nota: Esta herramienta clínica no posee una puntuación parcial o total. De ser utilizado para propósitos de investigación, solo debe utilizarse a manera descriptiva.