



CURRICULUM

Description

This curriculum is designed to provide healthcare professionals with a comprehensive understanding of transgender health. It covers the basics of gender identity, the role of hormones and surgery, and the importance of a patient-centered approach. The curriculum is intended to be used as a foundational resource for healthcare providers.

Intended Audience

The intended audience for this curriculum includes healthcare professionals such as nurses, physicians, and mental health providers. It is also suitable for students in healthcare programs who are interested in learning more about transgender health.

Methods of Instruction

The curriculum is delivered through a combination of self-paced learning modules and interactive activities. The self-paced modules include video lectures, reading materials, and quizzes. The interactive activities include case studies, role-playing exercises, and group discussions.

Materials

The curriculum includes a variety of materials to support learning. These include video lectures, reading materials, and interactive activities. The materials are designed to be accessible and engaging for all learners. The curriculum is available in both English and Spanish. The materials are also available in a format that is accessible to people with disabilities.

Learning Objectives

By the end of this curriculum, participants will be able to:

- 1. Define gender identity and explain the difference between gender expression and gender identity.
- 2. Describe the role of hormones and surgery in gender transition.
- 3. Explain the importance of a patient-centered approach to transgender health.
- 4. Identify the signs and symptoms of gender dysphoria.
- 5. Describe the role of mental health professionals in transgender health.
- 6. Explain the importance of confidentiality and privacy for transgender patients.
- 7. Describe the role of healthcare providers in providing transgender health care.
- 8. Explain the importance of cultural competence in providing transgender health care.
- 9. Describe the role of community organizations in providing transgender health care.
- 10. Explain the importance of ongoing education and training for healthcare providers.

Description of Learning Activities

Trans 101: This activity is a self-paced learning module that provides a comprehensive overview of transgender health. It includes video lectures, reading materials, and quizzes. The activity is designed to be completed in approximately 10 hours.

BREAKOUT SESSION DESCRIPTIONS

Interprofessional Case Discussion

Join a panel of experts from various healthcare professions to discuss a complex case study related to transgender health. The session will explore the challenges faced by patients and the collaborative approaches used by the healthcare team to provide comprehensive care. Key topics include patient history, physical examination, laboratory and imaging findings, and the role of each professional in the care team. The session will conclude with a Q&A period where attendees can share their own experiences and insights.

Political and Legal Discourse about Trans Lives: A Panel Discussion with LGBTQIA+ Community Leaders

Engage in a panel discussion with prominent LGBTQIA+ community leaders to explore the political and legal landscape surrounding transgender rights. The panel will address current legislative and judicial actions, the impact of these actions on the community, and strategies for advocacy and support. Attendees will have the opportunity to ask questions and share their perspectives on the issues at hand. The session will provide a platform for dialogue and collaboration among community members and healthcare professionals.

SPEAKER BIOS

Willow Rosen, BA (they/them)

Willow Rosen is a transgender health educator and community organizer. They have worked with various organizations to provide resources and support for transgender individuals. Willow is currently a graduate student at the University of California, Berkeley, where they are studying for a Master's degree in Public Health. They are also a member of the Transgender Health Educators Network and have presented at several national conferences.

Beth Gombos, BA (they/them)

Beth Gombos is a transgender health educator and community organizer. They have worked with various organizations to provide resources and support for transgender individuals. Beth is currently a graduate student at the University of California, Berkeley, where they are studying for a Master's degree in Public Health. They are also a member of the Transgender Health Educators Network and have presented at several national conferences.

Patrick Cousins, MA (he/him)

Patrick Cousins is a transgender health educator and community organizer. He has worked with various organizations to provide resources and support for transgender individuals. Patrick is currently a graduate student at the University of California, Berkeley, where he is studying for a Master's degree in Public Health. He is also a member of the Transgender Health Educators Network and has presented at several national conferences.

SPEAKER BIOS

Michelle (Shelly) R. Dalton, PhD, LPC (they/them)

Michelle (Shelly) R. Dalton, PhD, LPC (they/them) is a Licensed Professional Counselor (LPC) and a Licensed Professional Counselor Supervisor (LPCS) in the state of Texas. They have a PhD in Counseling Psychology from the University of North Texas. They are currently employed as a Licensed Professional Counselor at the University of North Texas. They are also a member of the American Counseling Association (ACA) and the American Psychological Association (APA). They have published several articles in the field of counseling and have presented at various national and international conferences. They are currently working on a book about the role of counseling in the workplace.

Susan DiDino, OTR/L, MOT (she/her)

Susan DiDino, OTR/L, MOT (she/her) is a Licensed Occupational Therapist (OTR/L) and a Licensed Occupational Therapist Supervisor (MOT) in the state of Texas. She has a PhD in Occupational Therapy from the University of North Texas. She is currently employed as a Licensed Occupational Therapist at the University of North Texas. She is also a member of the American Occupational Therapy Association (AOTA) and the American Psychological Association (APA). She has published several articles in the field of occupational therapy and has presented at various national and international conferences. She is currently working on a book about the role of occupational therapy in the workplace.

Whitney Linsenmeyer, PhD, RD, LD (she/her)

Whitney Linsenmeyer, PhD, RD, LD (she/her) is a Licensed Dietitian (RD) and a Licensed Dietitian (LD) in the state of Texas. She has a PhD in Nutrition from the University of North Texas. She is currently employed as a Licensed Dietitian at the University of North Texas. She is also a member of the American Dietetic Association (ADA) and the American Psychological Association (APA). She has published several articles in the field of nutrition and has presented at various national and international conferences. She is currently working on a book about the role of nutrition in the workplace.

Katie Sniffen, PhD, ATC (she/her)

Katie Sniffen, PhD, ATC (she/her) is a Licensed Athletic Trainer (ATC) in the state of Texas. She has a PhD in Athletic Training from the University of North Texas. She is currently employed as a Licensed Athletic Trainer at the University of North Texas. She is also a member of the American Athletic Trainers' Association (ATAA) and the American Psychological Association (APA). She has published several articles in the field of athletic training and has presented at various national and international conferences. She is currently working on a book about the role of athletic training in the workplace.