

**American Medical Student Association
AMSA Academy**

WPATH Trans Health Scholar Program

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Grading: Pass/Fail (see below for Completion Requirements)

I. Course Description

Individuals who identify as transgender and gender nonconforming are at risk for numerous health disparities. These individuals are increasingly presenting in the healthcare setting; however, physician training in systemic intersections, gender identity, and health and health outcomes is markedly lacking in medical education. The healthcare system has yet to precisely define what it means to be a gender competent physician.

This course has been designed with the intention to explore a diverse spectrum of gender identities using evidence based medicine to strengthen how we as physicians can best support and maintain the health of our gender diverse patients and communities. Each session has been mapped to the AAMC LGBT medical education competencies specific to gender identity, sex anatomy, and sexual orientation, and highlights curricular advances that have already been implemented in some medical health institutions globally. We have paired with the World Professional Association for Transgender Health (WPATH) to bring evidence-based leaders in the field to teach this curriculum and share their experience and insights.

The current curriculum is modeled to Dr. Madeleine Deutch's 2017 elective and research study Transgender Health Course for Health Care Students. (Deutch, Madeline B. et al "Outcome and Impact Evaluation of a Transgender Health Course for Health Profession Students." LGBT Health, vol. 4, no. 1.) The associated transphobia scale that was given at the beginning and the end of the course as an objective measure of student's comfort with gender nonconforming patients will also be used for this course.

Other curricula have been cross-referenced by our course leaders and WPATH leadership to address the significant gap in transgender and nonbinary medical education across health professions. We are curating as many transgender and nonbinary leaders in the field to ensure the discourse is diverse and reflective of all aspects of this vibrant community.

Curriculum resources include:

- UCSF Transgender Health Learning Center:
<http://transhealth.ucsf.edu/trans?page=lib-00-00>
- Fenway Institute Conferences and Webinars
<http://fenwayhealth.org/the-fenway-institute/education/transgender-health-conference/>

- Endocrine Society Practice Guidelines
<https://www.endocrine.org/advocacy/priorities-and-positions/transgender-health>
- The Sherbourne Health Center <https://www.rainbowhealthontario.ca/>
- WPATH.org <https://www.wpath.org/>

II. Course Objectives: By the end of this course, students will:

- Understand disparities, stigmas and bias experienced by gender nonconforming individuals
- Have a sense of gender across the lifespan
- Know the multidisciplinary roles in gender affirming medicine and how it medical practice is changing to better accommodate the gender diverse community
- Have an evidence based understanding of the current Standards of Care from the World Professional Association of Transgender Health (WPATH) including gender affirming surgeries, mental health, and non-medical interventions for gender dysphoria and nonbinary care
- Understand evidence-based basics of patient care to promote positive health outcomes
- Have a birds eye view of The System: health care, legal factors and community involvement

III. Format and Procedure

This is an online, webinar-based program that will be held the first and second Wednesday of each month from **6:00-8:00 pm, EST October - April**. There is some variability in timing throughout the course due to accommodate west coast speakers. Attendance is the majority of the required work. We are fortunate to have leaders in the field at each session; therefore, please be respectful, prepared for each class, be thoughtful with your questions, and be timely in attendance.

There will be 3 journal assignments during the course, which are an opportunity to reflect on course content, your own gender narrative/ sexual and gender identity, and/or your own gender bias. There is no forced disclosure or mandatory sharing of these innermost thought processes. The assignments are meant as an opportunity to reflect, share and experience narrative medicine in a medical education environment that is overly structured and concrete. These must be handed in to get course credit.*

*In the name of privacy and trauma, if you write an assignment that you absolutely do not want to share with anyone, please email your course leaders confidentially.

We will also do a trans knowledge questionnaire at the beginning and the end of the session as an objective metric of knowledge gained/bias changed as a result of course attendance.

Logging in more than 20 minutes late will be considered absent, unless the course leader is notified in advance.

IV. Expectations of Scholars

- Respect that we all come from different backgrounds, no one is right or wrong, and no one gender can be right or wrong either.
- Watch yourself for medical voyeurism.
- Try not to interrupt another scholar or the presenter - write your questions down if needed.
- DO the reading.
- DO be self-reflective. Learn from the inside out
- Be present during the classes, as best you are able. Show your face on the video monitor during classes when possible so the presenters feel they are talking to humans, not the void.

Date	Topic	Speakers: TBA
October 2, 2019 Week 1	Introductions Troubleshooting	
October 9, 2019 Week 2	Transgender Health Basics Trauma Informed Transgender Care <u>Assignment Due:</u> Trauma Informed Care in Medicine: Current Knowledge and Future Research Directions <i>Sheela Raja, PhD; Memoona Hasnain, MD, MHPE, PhD; Michelle Hoersch, MS; Stephanie Gove-Yin, MD; Chelsea Rajagopalan, BS</i>	
November 6, 2019 Week 3	Intersectionality in Medicine and Gender Minority Care <u>Assignment Due:</u> Kimberle Crenshaw, defining intersectionality https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en	

November 13, 2019 Week 4	Youth/ Adolescence
December 4, 2019 Week 5	<p>Health Outcomes Standards of Care, EBM GEI, Telemedicine and Access to Care</p> <p><u>Assignment Due:</u> Download/ review SOC 7</p> <p><u>Assignment Due:</u> Journal Entry 1</p>
December 11, 2019 Week 6	<p>Gender Affirmative Mental Health</p> <p>Reading: Nahata, L., Quinn, G. P., Caltabellotta, N. M., & Tishelman, A. C. (2017). Mental Health Concerns and Insurance Denials Among Transgender Adolescents. <i>LGBT Health</i>, 4(3), 188–193. https://doi.org/10.1089/lgbt.2016.0151</p> <p>Communicating With Patients Who Have Nonbinary Gender Identities http://www.annfammed.org/content/16/6/559.full</p>
January 8, 2020 Week 7	<p>Multidisciplinary Aspects of care</p> <ul style="list-style-type: none"> - Fertility MH - Cancer/Screening MH - Aging LF
February 5, 2020 Week 8	<p>SOC: Overview of Non Medical Interventions for Gender Dysphoria</p> <p><u>Assignment Due:</u> Journal Entry 2</p>
February 12, 2020 Week 9	<p>SOC: Medical Interventions for Gender Dysphoria and NonBinary Care</p> <p><u>Assignment Due:</u> REVIEW UCSF Online Guidelines: http://transhealth.ucsf.edu/protocols</p>

March 4, 2020 Week 10	A Conversation Around Intersex Health
March 11, 2020 Week 11	<p>Surgical Interventions for Gender Dysphoria and NonBinary Care</p> <p><u>Assignment Due:</u> Morrison, S. D., Chong, H. J., Dy, G. W., Grant, D. W., Wilson, S. C., Brower, J. P., ... Friedrich, J. B. (2016). Educational Exposure to Transgender Patient Care in Plastic Surgery Training: <i>Plastic and Reconstructive Surgery</i>, 138(4), 944–953. https://doi.org/10.1097/PRS.0000000000002559</p>
April 1, 2020 Week 12	<p><u>Birds Eye View:</u> Ethics of Trans Health</p> <p><u>Assignment Due:</u> Journal entry 3 Trans Questionnaire 2</p>

V. Completion Requirements for Certification (CONSISTENT ACROSS SPs):

Class attendance

- o *Domestic Students & International Students in the Caribbean and Americas:*
 - Must attend 80% of webinars
 - Can watch **up to two** recorded webinars and complete a reflection of the webinar to obtain make-up credit for attendance
 - Complete quizzes prior to and following each webinar
- o *International Students in Europe, Asia, Africa, and Australia*
 - Must watch 80% of recorded webinars 48 hours after the original session
 - Submit a **SHORT** reflection of each webinar to the Course Directors 72 hours after the original session

VI. Inclusivity Statement

We understand that our members represent a rich variety of backgrounds and perspectives. The American Medical Student Association (AMSA) Scholars Program is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others

- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value each other's opinions and communicate in a respectful manner
- keep confidential discussions that are personal or patient based
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and within the AMSA community

VII. Course Schedule: (May change to accommodate guest presenters needs)

Date	Topic	Assignment Due
October 2, 2019	Introductions, troubleshooting	Trans Questionnaire
Oct 9, 2019	Trauma Informed Care	Trauma Informed Care in Medicine: Current Knowledge and Future Research Directions <i>Sheela Raja, PhD; Memoona Hasnain, MD, MHPE, PhD; Michelle Hoersch, MS; Stephanie Gove-Yin, MD; Chelsea Rajagopalan, BS</i>
Nov 6, 2019	Intersectionality in Medicine and Gender Minority Care	Kimberle Crenshaw, defining intersectionality https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en
Nov 13, 2019	Youth/ Adolescence	Journal Assignment 1
Dec 4, 2019	SOC/EBM	Download/review SOC 7
Dec 11, 2019	Gender Affirmative Mental Health	Communicating With Patients Who Have Nonbinary Gender Identities http://www.annfammed.org/content/16/6/559.full
Jan 8, 2020	Multidisciplinary Aspects of care - Fertility - Cancer/Screening - Aging - Telemedicine	
Feb 5, 2020	SOC: Overview of Non Medical	Journal Assignment 2

	Interventions for Gender Dysphoria	
Feb 12, 2020	SOC: Medical Interventions for Gender Dysphoria and NonBinary Care	UCSF Online Guidelines: http://transhealth.ucsf.edu/protocols
March 4, 2020	Intersex	
March 11, 2020	Surgical Interventions for Gender Dysphoria and NonBinary Care	Surgical review article
April 1, 2020	Birds Eye View: Ethics & The System	Journal Assignment 3 Trans Questionnaire 2