

This schedule is from last fiscal year. Updated Fall 2023 Schedule Coming Soon!



**American Medical Student Association
Trans Health Scholars Program
AMSA Academy 2022-2023
Tuesdays 8pm EST
January 2023 - April 2023**

Course Directors:

Joya Ahmad, M2 (she/her)

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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. However, physician training in systemic intersections, gender identity, and health and health outcomes is markedly lacking in medical education.

This course is designed 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. This course is created in partnership with WPATH (World Professional Association for Transgender Health) and will feature content derived from the most current version of the organizations Standards of Care (SOC8).

Other curricula have been cross-referenced by our course leaders 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 as well as POC, Latinx and Asian or First Nation leaders to ensure the discourse is diverse and reflective of all aspects of this vibrant

community.

Curriculum resources:

- **Google Classroom**

<https://classroom.google.com/c/NTc5NzcyNTIwNTMo>

- **UCSF Transgender Health Learning Center:**

<https://prevention.ucsf.edu/transhealth/resources>

- **Fenway Institute Conferences and Webinars:**

<https://fenwayhealth.org/the%20fenway-institute/education/transgender-health-conference/>

- **Endocrine Society Practice Guidelines:**

<https://www.endocrine.org/advocacy/position-statements/transgender-health>

- **The Sherbourne Health Center:**

<https://www.rainbowhealthontario.ca/>

- **World Professional Association for Transgender Health:**

<https://www.wpath.org/>

- **The Report of the US Transgender Survey, 2015:**

<https://transequality.org/sites/default/files/docs/usts/USTS-Full-Report-Dec17.pdf>

II. Course Objectives:

By the end of this course, students will:

- Understand disparities and bias experienced by gender nonconforming individuals
- Have a sense of gender across the lifespan and the fluidity of gender
- Know the multidisciplinary roles in gender affirming medicine and how medical practice is changing to better accommodate the gender diverse community
- Become familiar with non-medical interventions for gender dysphoria and the understanding that affirming care looks different for everyone
- Begin to consider the intersections of trans and gender nonconforming health and how this community is affected by multiple other social and cultural factors
- Have an understanding of intersex health and its similarities and differences to trans health as well as a historical perspective on intersex medicine
- Understand evidence-based basics of patient care to promote positive health outcomes

III. Format and Procedure

This is an online, webinar-based program that will be held the **first** and **third** Tuesday of each month (excluding the classes on January 10 and March 14th) from **8:00-9:00 pm, EST January-May 2023**. Scholars are asked to log in before class starts. Attendance is the majority of the required work. Participating (verbally or written) is highly encouraged. We are fortunate to have leaders in the field at each session: please be respectful, prepared for each class, be thoughtful with your questions, and be timely in attendance.

There will be 3 journaling 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

biases from childhood, your dominant culture and family influences. The assignments are meant as an opportunity to reflect, investigate and experience narrative medicine in a medical education environment that is overly structured and concrete. If the content ends up feeling too personal to share or triggers trauma as part of the excavation of gender, your course directors are here to create a safe space! We ideally would like every journaling piece turned in, but if you write an assignment that you absolutely do not want to share with anyone, please email your course leaders confidentially and we will understand.

The final project (details explained below) due on April 25, 2023.

Course Schedule

- The course will run from January 2023 to April 2023
- Webinars will be held on Wednesdays at 8PM EST
- A tentative order of the topics to be presented are listed below

Course Website

- The course will be administered through the Events Airs platform
- Assignments will be available on Google Classroom

Grading

- Attendance and active participation are required for the AMSA Scholars Program Certification of Completion, which can be purchased
 - This is not required
- The grading for this program will be pass/fail
 - Class Attendance/Participation- 30%
 - Journal Entries- 20%
 - Final Project- 50%

IV. Expectations of Scholars

Behavioral Expectations:

- Respect that we all come from different backgrounds and can learn from each other's experiences
- Try not to interrupt another scholar or the presenter - type questions into chat box to either course director or the entire class
- Do the reading! Share any articles, or thoughts or local news you may find along the way with the google classroom.
- Do be self-reflective. Learn from the inside out.
- Practice using they/them pronouns in your home community whenever possible. Practice using AFAB (assigned female at birth) and AMAB (assigned male at birth) when this distinction is needed. Language is foundational to respect!
- 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.
- Email course directors (see emails above) if you anticipate missing a course. Advanced notice is preferred.

V. Completion Requirements:

- *Domestic Students & International Students in the Caribbean and Americas*
 - Must attend 80% of webinars
 - Can watch **up to two** recorded webinars and complete a SHORT reflection to the Course Directors 72 hours after the original session to obtain credit for attendance
 - Must hand in or complete all 3 journal assignments
- *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 if not attending in person due to time zones
 - Must hand in or complete all 3 journal assignments
- AMSA's 2023 National Convention
 - **June 15-17th, in Phoenix, AZ**
 - Highly encouraged that scholars attend (no session this week to allow for attendance)
- Final Project
 - All scholars will complete a final project utilizing the knowledge gained from this course to educate and empower others in your community
 - **Requirements**
 - Select one of four options:
 - Research a case study or peer reviewed research article about transgender medicine and submit a discussion post summarizing the findings, what you learned, and how it relates to topics discussed in this course
 - 2-3 page personal narrative essay reflecting on 3 topics from the course and how this experience shaped/changed your view of transgender medicine and your future practice
 - Create a poster with the opportunity to present at AMSA Convention 2023
 - 1st draft of a Brick for USMLE-Rx-AMSA Partnership (preferably completed in pairs)
 - Timeline
 - Final project idea/proposal due February 21st. All ideas should be posted to the appropriate discussion thread and no longer than a few sentences. Course directors will provide feedback after submission.
 - Final project due April 25th, 2023 via Google Classroom.

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 presenter needs)

* Additional readings may be included on the final syllabus *

Program		
January 10th, Week 1	Introduction & Health Outcomes, History & Standards of Care	Course Leaders: Joya Ahmad, M2 SUNY Downstate COM Sal Volpe, M2 SUNY Downstate COM
	Reading: WPATH SOC7/8 https://www.wpath.org/media/cms/Documents/SOC%20v7/SOC%20V7_English2012.pdf?t=1613669341	
	Post-Session: Transgender IAT https://implicit.harvard.edu/implicit/	
January 24th, Week 2	Foundations of Knowledge to Care for Gender Diverse People	Ruben Hopwood, PhD, MDiv, HSP Licensed Psychologist Hopwood Counseling & Consulting, LLC
	Reading: https://www.tandfonline.com/doi/full/10.1080/00918369.2019.1696104?casa_token=NdC6h6dv16cAAAAA%3AxCOALoJXhsD299CgdLkJ4cgWAoSkEMz8YixH52gld9EP55fGQomezNRpQDRyhVILn7FsxBUqQ	
	Assignment: Journal Entry 1	
February 7th, Week 3	Overview of Non-Medical Interventions for Gender Dysphoria	Angela Carter, ND Co-Director Equi Institute, Clinical Director Sacred Vessel Medicine
	Reading:	

	http://www.phsa.ca/transcarebc/care-support/transitioning/bin-d-pack-tuck-pad	
February 21st, Week 4	Overview of Medical & Surgical Interventions for Gender Dysphoria	<p>Medical: Jeffrey Birnbaum, MD, MPH Executive Director Brooklyn HEAT Clinic Professor of Pediatrics SUNY Downstate College of Medicine</p> <p>Surgical: Gaines Blasdel MD Candidate University of Michigan Medical School</p>
	<p>Reading: http://transhealth.ucsf.edu/protocols</p>	
March 7th, Week 5	Gender Affirming Care in Pediatrics and Adolescent Medicine	<p>Swetha Naroji, MD, MBA Pediatric/Adolescent OBGYN Maimonides Medical Center</p> <p>Co-Founder, Co-CEO OMGYN</p>
	<p>Reading: https://www.sciencedirect.com/science/article/pii/S1064748118302239?casa_token=SKX1iVE-SiwAAAAA:UhTt3V4EPSEAuMXkZ9nCiH3r252f8PQ5FVUm3tVL9vVo3CPj9E4pKwv9MY_LvnDY4-dmMos</p>	
	Assignment: Journal Entry 2	
*March 14th, Week 6 – Two weeks back to back	Black Trans Lives Matter Panel	<p>Elle Lett, PhD, MA MD Candidate Perelman School of Medicine</p> <p>Other speakers TBA</p>
	No Homework!	
April 4th, Week 7	Foundational Knowledge for Intersex Health	<p>Ilene Wong, MD, FACS Maddie Moran, InterACT Director of Communications and Patient Advocate</p>
	<p>Reading: https://journals.sagepub.com/doi/full/10.1177/1089268020963622</p> <p>Assignment: Journal Entry 3</p>	

April 18th, Week 8	Gender-Affirming Mental Health Care	Shanna D. Stryker, MD, MPH Assistant Professor of Clinical Family & Community Medicine University of Cincinnati College of Medicine
**April 25th – Optional class	Concluding Thoughts and Discussion	No speaker, just discussion
	Final Project Due	