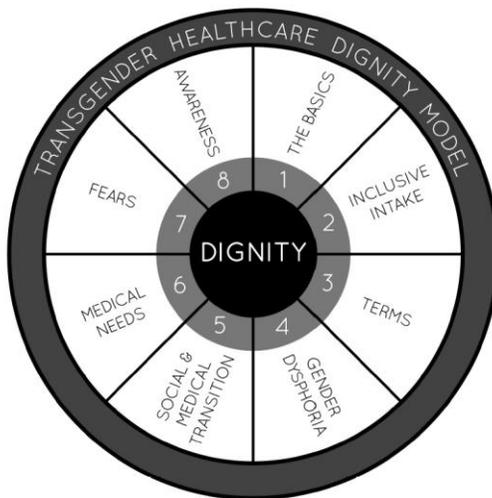


Transgender Healthcare Dignity Model Training and Certification Program

The Model



Unit 1 - THE BASICS

Healthcare providers will begin with Unit One “The Basics” which is the starting point for identifying and understanding gender identity.

LEARNING OBJECTIVES:

1. Explain the differences in gender identity, gender expression, biological sex, sexual orientation, and romantic orientation.
2. Assess personal bias and perception of the differences in gender identity, gender expression, biological sex, sexual, and romantic orientation.
3. Assess personal comfort with transgender, gender non-conforming, and intersex gender expressive patients.

Unit 2 - INCLUSIVE INTAKE

New patient paperwork can be difficult for transgender people because of the lack of options when it applies to name, gender, and preferred pronouns. Unit two will cover the importance of being inclusive to gender identity with medical paperwork. It is imperative that all patient paperwork provides options for identified name vs. legal name, self-identified gender, and correct pronouns.

LEARNING OBJECTIVES:

1. Explain the importance of using patients identified name, identified gender, and correct pronouns.
2. Discuss the benefits and examples of providing options for patients in the areas of gender identification, preferred name, legal name, and preferred pronouns.

Unit Three - TERMS

Unit three will cover the importance of terminology. Definitions, labels, categories, and descriptions of identity recognition are ever changing. A term that is used commonly today may change over time. For example, the term transsexual was used decades ago and today this term is seen as derogatory to many people. It is important for healthcare professionals to know correct terminology and definitions to provide care for the transgender population.

LEARNING OBJECTIVES OVERVIEW:

1. Assess the ever---changing nature of terminology and use most common terms within the LGBTQIA community.
2. Identify transphobia and examples that may be encountered in the healthcare setting.

Unit Four - GENDER DYSPHORIA

The term gender dysphoria can be difficult for many people to understand regardless of their gender identity. It is important for providers to know how to define, describe, and recognize gender dysphoria in their patients.

LEARNING OBJECTIVES OVERVIEW:

1. Explain gender dysphoria and diagnostic criteria in children, adolescents, and adults.
2. Assess personal bias and perception of gender dysphoria.

Unit Five - SOCIAL AND MEDICAL TRANSITION

There are two different stages of transition for transgender people. Healthcare professionals will benefit from understanding that every person that identifies as transgender does not go through both the social and medical stage of transition.

LEARNING OBJECTIVES OVERVIEW:

1. Define the differences of the social and medical transition process.
2. Assess how your personal comfort with patients can positively affect patient care.
3. Evaluate case vignettes of transgender patient's healthcare needs.

Unit Six - MEDICAL NEEDS

Transgender patients have both similar and different healthcare needs compared to the cisgender population. It is imperative that healthcare providers work to identify their role in providing care for these patient's needs.

LEARNING OBJECTIVES OVERVIEW:

1. Describe the unique and routine healthcare needs of the transgender patient.
2. Explain purpose and understanding of World Professional Association for Transgender Health Standards of Care (WPATH SOC).
3. Recognize how provider's bias, perception, and comfort levels can negatively affect transgender patients.

Unit Seven - FEARS

Transgender and gender non-conforming people have many fears with living day to day. For many, their fear can be debilitating causing many negative effects throughout their life. Healthcare providers need to understand the fears that many in this population face so they can better relate with their patients in providing medical care. The following are common fears that many transgender and gender non-conforming people have:

- Fear of violence and/or being attacked due to their identity
- Fear of losing their job due to their identity
- Fear of being 'outed' as transgender
- Fear of losing family, friends, partners, spouses, children, or co-workers due to identity
- Fear of seeking medical care due to their identity
- Fear of being turned away, made fun of, and/or treated poorly due to their identity

LEARNING OBJECTIVES OVERVIEW:

1. List common fears that transgender patients may face throughout their lifetime and how they may present in a medical setting.
2. Evaluate how providers can minimize and make changes to reduce fears of the transgender patient in a medical setting.

Unit Eight - AWARENESS

Healthcare providers need to be aware of the difficulties that transgender patients face when seeking medical care. Having more awareness can decrease the patient's fears, worries, and apprehensions about seeking medical care.

LEARNING OBJECTIVES OVERVIEW:

1. Explain barriers that transgender patients face when seeking medical care.
2. Discuss examples of referral sources for patients.
3. Assess your feelings of competency in treating and caring for transgender patients

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