



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 spectrum of gender expression, and the unique healthcare needs of transgender individuals. The curriculum is structured to be accessible and engaging, using a variety of teaching methods to ensure learning objectives are met.

Intended Audience

The intended audience for this curriculum includes healthcare professionals from various disciplines, such as nursing, medicine, and allied health. It is also suitable for students in healthcare programs who are interested in providing inclusive and equitable care for all patients.

Methods of Instruction

The curriculum employs a variety of instructional methods to facilitate learning. These include interactive lectures, case studies, role-playing exercises, and group discussions. The use of multimedia resources, such as videos and infographics, is also incorporated to enhance the learning experience.

Materials

The curriculum includes a variety of materials to support learning. These include a comprehensive textbook on transgender health, a series of interactive modules, and a collection of case studies. Additionally, there are several videos and infographics that provide visual aids for complex concepts. The materials are designed to be accessible and easy to use, ensuring that all learners can benefit from the curriculum.

Learning Objectives

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

- 1. Define gender identity and the spectrum of gender expression.
- 2. Identify the unique healthcare needs of transgender individuals.
- 3. Apply the principles of patient-centered care to transgender patients.
- 4. Demonstrate effective communication skills when interacting with transgender patients.
- 5. Recognize and address common health concerns of transgender individuals.
- 6. Evaluate the impact of social and cultural factors on transgender health.
- 7. Develop a plan of care for a transgender patient.
- 8. Advocate for the rights and needs of transgender patients.
- 9. Collaborate with other healthcare professionals to provide comprehensive care.
- 10. Engage in ongoing learning and professional development related to transgender health.

Description of Learning Activities

Trans 101: This activity is a comprehensive overview of transgender health, covering the basics of gender identity, the spectrum of gender expression, and the unique healthcare needs of transgender individuals. It includes interactive lectures, case studies, and role-playing exercises.

BREAKOUT SESSION DESCRIPTIONS

Interprofessional Case Discussion

Join us for an interprofessional case discussion featuring a panel of experts from various healthcare disciplines. The session will explore a complex clinical case, discussing the challenges faced by the healthcare team and the collaborative strategies used to address them. This session is designed to foster interprofessional collaboration and enhance clinical decision-making skills.

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

Join us for a panel discussion featuring LGBTQIA+ community leaders. The session will explore the political and legal challenges facing the trans community, including issues related to healthcare access, employment, and housing. Panelists will share their experiences and insights, and the session will conclude with a Q&A period. This session is designed to provide a platform for community voices and to raise awareness of the issues facing trans people.

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 been involved in several community-based projects.

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 been involved in several community-based projects.

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 been involved in several community-based projects.

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 Master's degree in Counseling Psychology from the University of North Texas and a Ph.D. in Counseling Psychology from the University of Texas at Dallas. They are currently employed as a Licensed Professional Counselor at the University of Texas at Dallas. They are also a member of the American Counseling Association (ACA) and the Texas Counseling Association (TCA). They are passionate about providing trauma-informed care and supporting the mental health needs of the transgender community.

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 Master's degree in Occupational Therapy from the University of North Texas and a Ph.D. in Occupational Therapy from the University of Texas at Dallas. She is currently employed as a Licensed Occupational Therapist at the University of Texas at Dallas. She is also a member of the American Occupational Therapy Association (AOTA) and the Texas Occupational Therapy Association (TOTA). She is passionate about providing evidence-based practice and supporting the occupational needs of the transgender community.

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 Master's degree in Dietetics from the University of North Texas and a Ph.D. in Dietetics from the University of Texas at Dallas. She is currently employed as a Licensed Dietitian at the University of Texas at Dallas. She is also a member of the American Dietetic Association (ADA) and the Texas Dietetic Association (TDA). She is passionate about providing evidence-based practice and supporting the nutritional needs of the transgender community.

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 Master's degree in Athletic Training from the University of North Texas and a Ph.D. in Athletic Training from the University of Texas at Dallas. She is currently employed as a Licensed Athletic Trainer at the University of Texas at Dallas. She is also a member of the American Athletic Trainers' Association (ATAA) and the Texas Athletic Trainers' Association (TATAA). She is passionate about providing evidence-based practice and supporting the athletic needs of the transgender community.