

# Sign In

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<http://sgiz.mobi/s3/TGAC-ECHO>



# DISCLOSURES

## **This activity is jointly provided by Northwest Portland Area Indian Health Board and Cardea Services**

Cardea Services is approved as a provider of continuing nursing professional development by Montana Nurses Association, an accredited approver with distinction by the American Nurses Credentialing Center's Commission on Accreditation.

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the California Medical Association (CMA) through the joint providership of Cardea and Northwest Portland Area Indian Health Board. Cardea is accredited by the CMA to provide continuing medical education for physicians.

Cardea designates this live web-based training for a maximum of 1 *AMA PRA Category 1 Credit(s)*<sup>™</sup>. Physicians should claim credit commensurate with the extent of their participation in the activity.



# DISCLOSURES

## **COMPLETING THIS ACTIVITY**

Upon successful completion of this activity 1 contact hour will be awarded

Successful completion of this continuing education activity includes the following:

- Attending the entire CE activity;
- Completing the online evaluation;
- Submitting an online CE request.

Your certificate will be sent via email

If you have any questions about this CE activity, contact Michelle Daugherty at [mdaugherty@cardeaservices.org](mailto:mdaugherty@cardeaservices.org) or (206) 447-9538

# Disclosures

None of the planners or presenters of this CE activity have any relevant financial relationships with any commercial entities pertaining to this activity.

# Intro to Gender-Affirming Care in Native Communities



# Land Acknowledgement

- Dx<sup>w</sup>dəwʔabš
- The Duwamish Tribe
- I would like to acknowledge that we are on the traditional land of the first people of Seattle, the Duwamish People past and present and honor with gratitude the land itself and the Duwamish tribe



Chief Seattle

# How to do this work

## Relationship *IS* the intervention

Respond with empathy and nonjudgmental, strengths-based support

Validate emotions

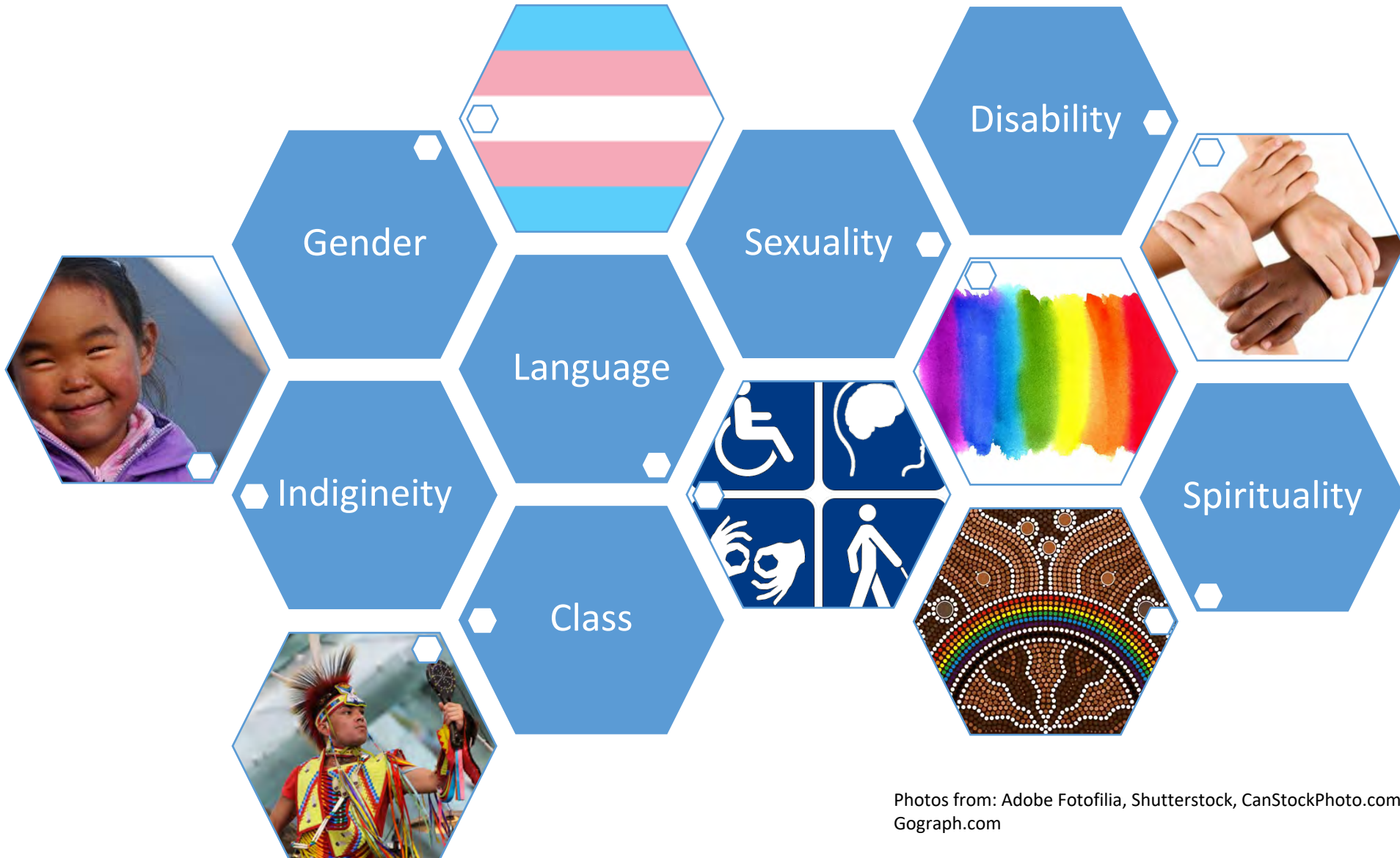
Offer Choices, Informed Consent, Shared Decision-making

Attend to safety, dignity, agency, and belonging as fundamental human needs

Reframe “bad behavior” as an intelligent function and result of trauma responses

Understand:  
fight, flight, freeze,  
appease, dissociate

# Spheres of Identity

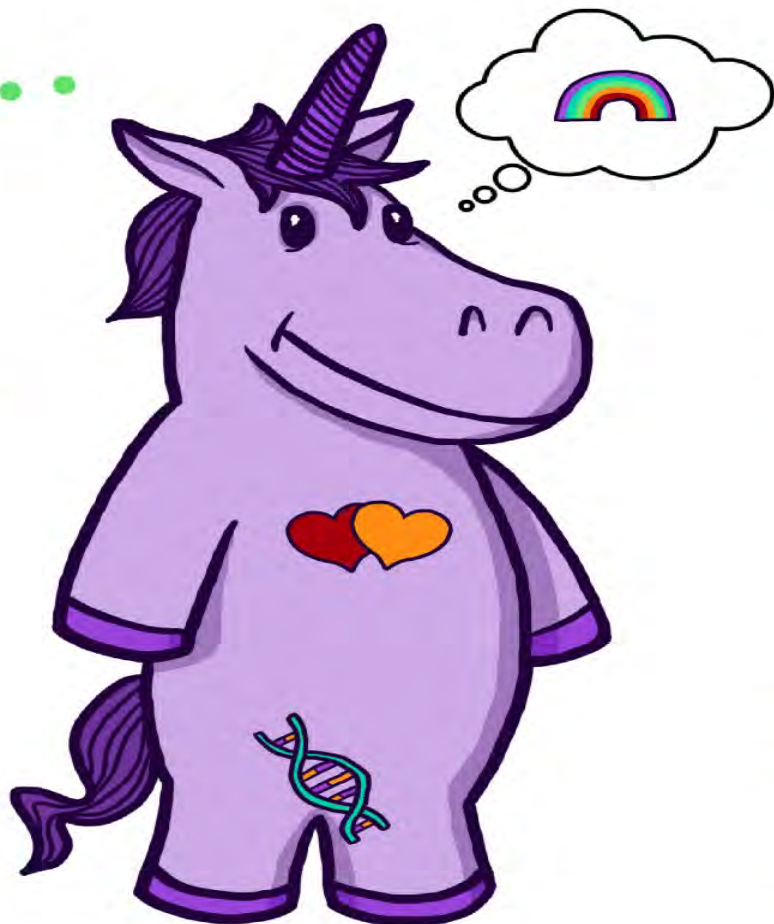


Photos from: Adobe Fotofilia, Shutterstock, CanStockPhoto.com, Gograph.com



# The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources



Gender Identity



Female / Woman / Girl

Male / Man / Boy

Other Gender(s)



Gender Expression



Feminine

Masculine

Other



Sex Assigned at Birth

Female

Male

Other / Intersex



Physically Attracted to



Women

Men

Other Gender(s)



Emotionally Attracted to



Women

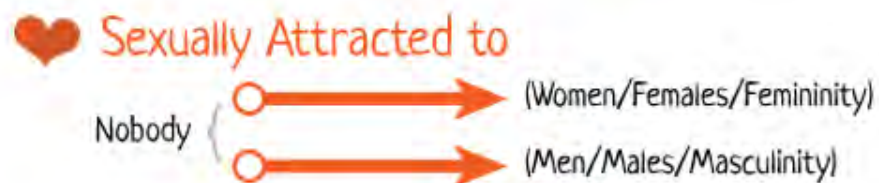
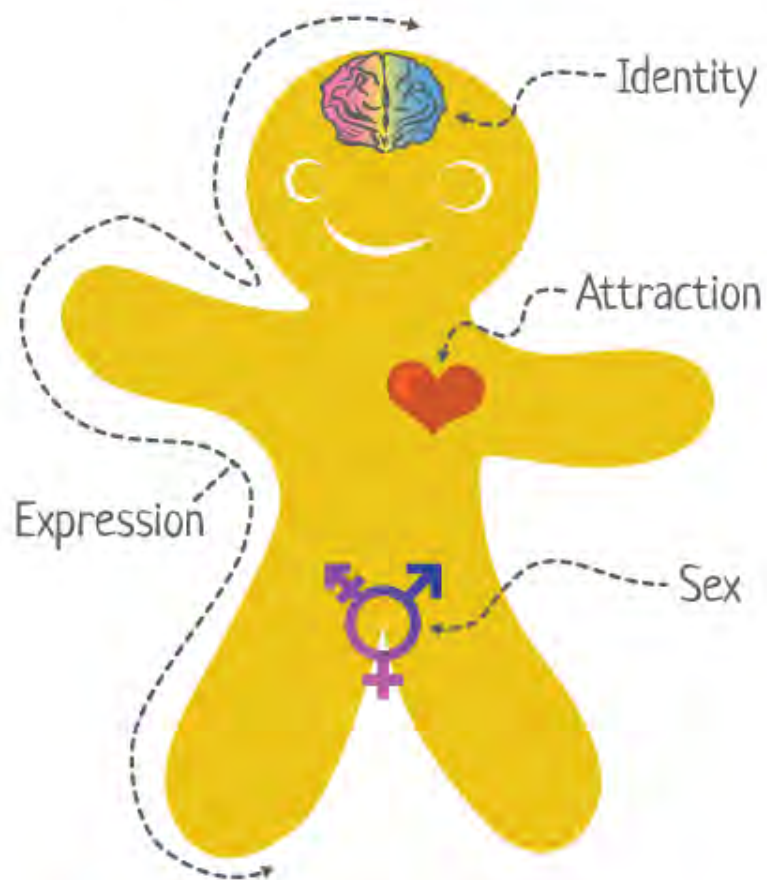
Men

Other Gender(s)

To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan and Anna Moore

# The Genderbread Person v3.2 by its pronounced **METRO**sexual



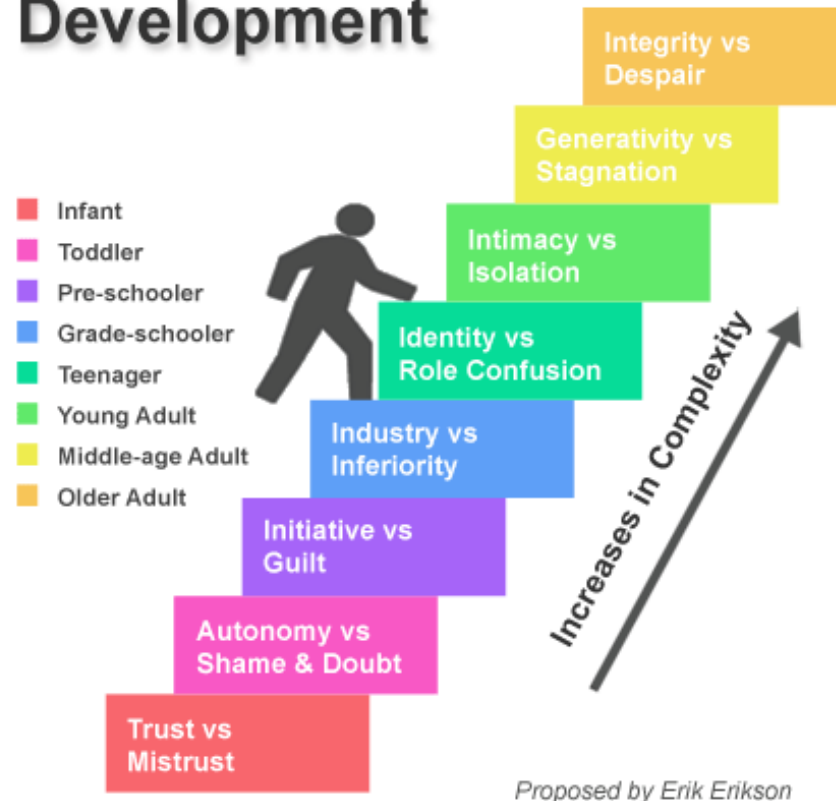
# Gender and Sexuality Terminology

- **Transgender:** someone whose gender identity is different from the sex they were assigned at birth. For example:
  - **Transfeminine:** Someone assigned male at birth, who now identifies their gender as female
  - **Transmasculine:** Someone assigned female at birth, who now identifies their gender as genderqueer or non-binary
- **Cisgender:** someone whose gender identity is the same as the sex they were assigned at birth.
- **Non-binary:** someone whose gender identity is not entirely male nor entirely female.
- **Two-spirit:** umbrella term used by some indigenous people to describe a traditional third-gender ceremonial role in their cultures



# Identity in Child and Youth Development

## Stages of Psychosocial Development



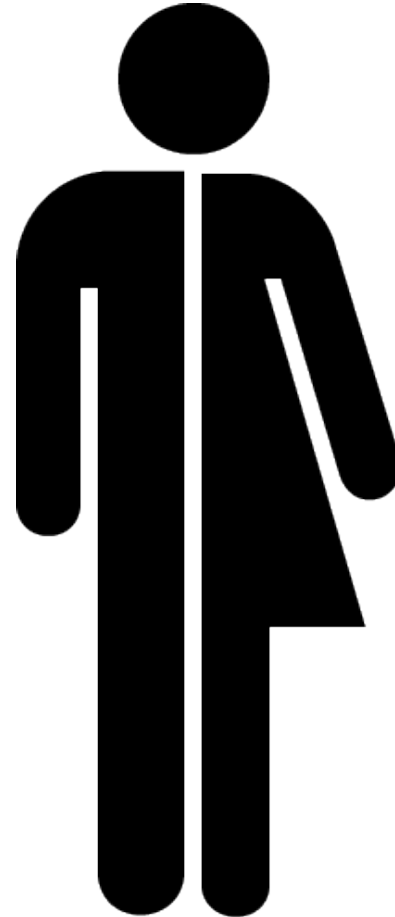
The stages of ethnic identity development that have been outlined can be summarized as follows:

1. *Diffuse*: Little or no exploration of one's ethnicity and no clear understanding of the issues.
2. *Foreclosed*: Little or no exploration of ethnicity, but apparent clarity about one's own ethnicity. Feelings about one's ethnicity may be either positive or negative, depending on one's socialization experiences.
3. *Moratorium*: Evidence of exploration, accompanied by some confusion about the meaning of one's own ethnicity.
4. *Achieved*: Evidence of exploration, accompanied by a clear, secure understanding and acceptance of one's own ethnicity.

# Internal vs. External Identity

**Internal identity:** child or youth's sense of self; who they understand themselves to be

- Indigenous
- Gender identity
- Sexuality



**External identity:** society's (and healthcare system's) identity ascribed to that child's perceived or communicated identity

- Pathologizing identity (risk factors)
- Not recognizing identity

# Building affirming care environment

- What changes can your clinic/organization make to ensure that chosen names and pronouns are collected, communicated, displayed?
- Intake forms/process
- EMR banner
- ID bands, stickers
- Other printed materials
- How do you address patients/family members



# How to ask

- Keep it simple and respectful:
  - “What name do you go by?”
  - “What pronouns do you use?”
- Normalize it by:
  - Asking all patients these questions.
  - Introducing yourself to patients with your name and pronoun.
- If you make a mistake, apologize as soon as possible and then move on.



# Pronouns

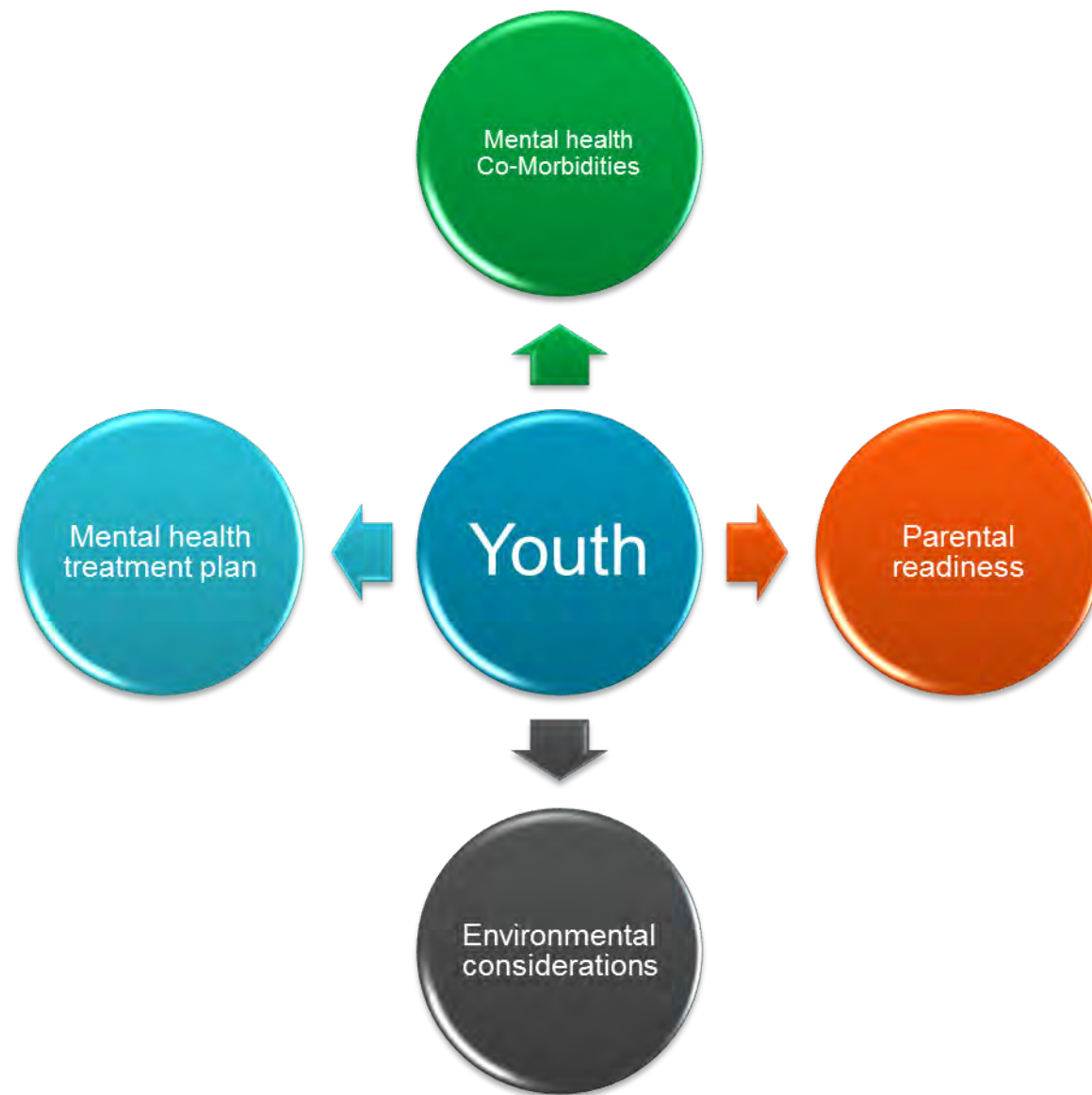
Subjective	Objective	Possessive	Example
He	Him	His	He is in the waiting room. The doctor is ready to see him. That chart is his.
She	Her	Hers	She is in the waiting room. The doctor is ready to see her. That chart is hers.
<b>They</b>	<b>Them</b>	<b>Theirs</b>	<b>They are in the waiting room.</b> <b>Their doctor is ready to see them.</b> <b>That chart is theirs.</b>
Ze	Hir	Hirs	Ze is in the waiting room. The doctor is ready to see hir. That chart is hirs.

Source: Fenway Institute's "Providing Affirmative Care for Patients with Non-binary Gender Identities"



# How to start

- **What age to start talking about gender?**
  - No “right answer.” Gender identity begins forming around age 2 or 3.
- **What questions?**
  - Can you tell me what pronouns and name you prefer?
  - Do you think of yourself more as a boy, girl, neither, both, something else?
  - Do you identify as male, female, neither, both, something else?
- **Alone or with parent?**
  - Use your judgment!
  - Explain boundaries of confidentiality
  - General HEADS assessment



# The Q Card

**How to use the Q Card™**

1. Fill it out.
2. Bring it to your next healthcare appointment.
3. Talk to your provider about privacy & confidentiality.
4. Discuss your concerns with your provider.
5. Give this card to your provider, or keep it. It's up to you!
6. Let us know how it went at [qcardproject.com](http://qcardproject.com).

Coming out is an intensely personal decision, and we encourage you to consider your safety and resources before taking this step.

Please call me: \_\_\_\_\_

My pronouns are: \_\_\_\_\_

My sexual orientation:  
circle all that apply/fill in the blank

GAY	LESBIAN	BISEXUAL
QUEER	PANSEXUAL	ASEXUAL

My gender identity:  
circle all that apply/fill in the blank

FEMALE	MALE
TRANSGENDER (MTF FTM)	GENDERQUEER

I would like to talk about: \_\_\_\_\_

The Q Card is tri-fold pocket communication resource designed to simultaneously empower LGBTQ youth to advocate for themselves and educate healthcare providers.

It allows youth to fill in their sexual orientation, gender identity, preferred gender pronouns, and any specific concerns.

# Two Spirit Resources

- **[Celebrating Our Magic Toolkit](#)**: Resources for American Indian/Alaska Native transgender and Two Spirit youth, their relatives and families, and their healthcare providers. Northwest Portland Area Indian Health Board.
  - Also check out the Northwest Portland Area Indian Health Board Two Spirit and LGBTQ Health [website](#).
- Indian Health Service – Provider [Resources](#) for Two Spirit Native LGBTQ Health
- National Congress of American Indians– [A Spotlight on Two Spirit \(Native LGBTQ\) Communities](#)
- **Beyond Men, Women, or Both: A Comprehensive, LGBTQ-Inclusive, Implicit-Bias-Aware, Standardized-Patient-Based Sexual History Taking Curriculum**
  - Mayfield JJ, Ball EM, Tillery KA, et al. Beyond men, women, or both: a comprehensive, LGBTQ-inclusive, implicit-bias-aware, standardized-patient-based sexual history taking curriculum. MedEdPORTAL. 2017;13:10634
- **Best practices in LGBT care: A guide for primary care physicians**
  - McNamara MC, Ng H. Best practices in LGBT care: A guide for primary care physicians. *Cleveland Clinic Journal of Medicine*. 2016 July;83(7):531-541
- National LGBTQ Health Center Resources: <https://www.lgbthealtheducation.org>
- Injunuity [Video](#) on Two Spirit Identity

# Educational resources for Providers

- Webinars and information
  - Cardea Services
  - UCSF's Center of Excellence for Transgender Health
  - Human Rights Campaign
  - National LGBT Health Education Center
- Ingersoll Consult Group listserv
- Gender Odyssey Conference (Seattle, every August)

# Other Resources

- Endocrine Society
  - 2017: Endocrine Treatment of Gender-Dysphoric/Gender-Incongruent Persons: An Endocrine Society Clinical Practice Guideline
  - <https://www.endocrine.org>
- [World Professional Association of Transgender Health \(WPATH\)](#)
  - [\[in progress\]: Standards of Care v8](#)
  - [2012: Standards of Care v7](#)
  - <https://www.wpath.org/>
- UCSF's Center of Excellence for Transgender Health
  - Guidelines for Primary and Gender-Affirming Care
  - <http://transhealth.ucsf.edu/>

# Books for all

- *The Transgender Child: A Handbook for Families and Professionals*
- By Stephanie A. Brill and Rachel Pepper
- *Gender Born, Gender Made: Raising Healthy Gender-Nonconforming Children*
- By Diane Ehrensaft and Edgardo Menvielle
- *When Kathy is Keith*
- By Wallace Wong
- *True Selves: Understanding Transsexualism*
- By Mildred Brown and Chloe Ann Rounsley
- *The Sexual Spectrum: Why We're All Different*
- By Olive Skene Johnson

# Websites

**Gender Diversity** - family & client support; resource referrals, advocacy; family support groups in King, Whatcom & Pierce counties

[www.genderdiversity.org](http://www.genderdiversity.org)

**Gender Odyssey** - international conference focused on the needs and interests of transgender and gender-nonconforming people

[www.genderodyssey.org](http://www.genderodyssey.org)

**Darlene Tando, LCSW** – assistance & therapy for the transgender/gender nonconforming child and their families.

[www.DarleneTando.com](http://www.DarleneTando.com)

[www.DarleneTandoGenderBlog.com](http://www.DarleneTandoGenderBlog.com)

**Laura's Playground** - Online support site for MTF, FTM Transsexual , Transgendered, Crossdressers, Intersex, Androgynous and their Significant Others and Friends – chat rooms, forums, suicide prevention support, articles, news

[www.lauras-playground.com](http://www.lauras-playground.com)



# Websites

**TransYouth Family Allies** – online resources for clients, families, educators & healthcare providers

[www.imatyfa.org](http://www.imatyfa.org)

**True Colors** – sexual minority youth & family services in Hartford, CT – annual conference

[www.ourtruecolors.org](http://www.ourtruecolors.org)

**Family Acceptance Project** – helps diverse families to learn how to support their LGBT children – San Francisco

<http://familyproject.sfsu.edu>

**The Gay, Lesbian and Straight Education Network (GLSEN)** - national education organization focused on ensuring safe schools for all students; Seattle Chapter

[www.glsen.org](http://www.glsen.org)

**Parents and Friends of Lesbians and Gays (PFLAG)** – supports people who are LGBTQ, their families, friends and allies both locally and nationally, providing chapter support group meetings and resources; also educates families and communities on sexual orientation, gender identity and LGBTQ issues; advocates for equal rights for people who are LGBTQ on local, state, and national levels

[www.pflag.org](http://www.pflag.org)

**Transgender Law & Policy Institute** – links to changing name & gender on legal documents; legal advocacy

[www.transgenderlaw.org](http://www.transgenderlaw.org)

**Transgender Law Center** - works to change law, policy, and attitudes; based in CA

[www.transgenderlawcenter.org](http://www.transgenderlawcenter.org)

**The Trevor Project** – crisis intervention & suicide prevention to LGBTQ ages 13 – 24;

Trevor life-line: 866-488-7386

[www.thetrevorproject.org](http://www.thetrevorproject.org)