

Adolescent and Young Adult (AYA) Transgender Care

Course: Adolescent and Young Adult Transgender Care Course Number: PED 2021

Department: Pediatrics

Faculty Coordinator: May Lau, MD, MPH

Assistant Faculty Coordinators: N/A

UTSW Education Coordinator Contact: Janis Jessen (Janis.Jessen@UTSouthwestern.edu)

Hospital: (Location of rotation) Children’s Medical Center

Periods Offered: Periods 1 to Periods 12

Length: 2 weeks

Max # of Students: 1 (Post Clerkship Students)

First Day Contact: May Lau, MD, MPH

First Contact Time: TBD – Please contact Anthony Lee one week prior to the rotation starting to set up a time to meet via Zoom or in person

First Day Location: TBD

Prerequisites: PED 1801 Pediatric Core Clerkship and Ambulatory Rotation

I. Course Description

During this elective, medical students will have an in-depth educational experience working with transgender youth and adults. Transportation will be needed given that some of the experiences are offsite. These offsite experiences may occur in the evenings. The experience will consist of a mixture of patient care experience at Children’s Health Dallas and offsite clinical locations; participation in discussions between student, residents, fellows, and faculty; attending structured didactic sessions/conferences and offsite support groups; and independent learning with prepared curriculum material.

| <u>Goals</u> | <u>Objectives</u> | <u>Assessment Methods</u> |
|--|---|--|
| <p>Patient Care: Students, together with supervising faculty or resident, must be able to provide patient care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.</p> | <ul style="list-style-type: none"> To use the correct terminology and pronouns when caring for transgender youth Gather essential and accurate information about their transgender patients during medical visits. Interpret basic laboratory tests for transgender youth. Observe initial and yearly visits with the program’s mental health providers | <ul style="list-style-type: none"> Skills evaluation from direct observation. Individual patient presentations to attending physicians |

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| | <ul style="list-style-type: none"> Obtain the history on a transgender youth presenting for follow-up care Co-manage a transgender youth presenting for follow-up care | |
| <p>Medical Knowledge: Students must demonstrate knowledge about established biomedical and clinical sciences, along with mental health practices and the application of this knowledge to patient care.</p> | <ul style="list-style-type: none"> Complete online learning as detailed below Demonstrate knowledge of gender-affirming approach to treatment Discuss the non-medical, medical, and surgical options of gender-affirming care | <ul style="list-style-type: none"> Discussion of patients with medical physicians, psychiatrist, psychologist, clinical therapist, and social worker End of rotation presentation |
| <p>Interpersonal and Communication Skills: Students must be able to demonstrate interpersonal and communication skills that result in effective information exchange with clinic, patients and their families.</p> | <ul style="list-style-type: none"> Demonstrate ability to interact with patients and families from a gender-affirming approach. Work effectively with other members of the healthcare team. | <ul style="list-style-type: none"> Interactions with the medical health, mental health, social work, and nursing team, and patients and their families. |
| <p>Practice-Based Learning and Improvement: Students must be able to assimilate scientific evidence and improve their patient care practices.</p> | <ul style="list-style-type: none"> Locate and assimilate evidence from scientific studies related to patients' health problem Use information technology to manage information, access on-line medical information, and support personal education. | <ul style="list-style-type: none"> End of rotation presentation |
| <p>Professionalism: Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.</p> | <ul style="list-style-type: none"> Demonstrate compassion and responsiveness to the needs of patients. Demonstrate sensitivity to the patient's culture, age, gender identify, sexual orientation, and disability. Demonstrate a commitment to ethical principles pertaining to confidentiality of patient information. Be on time to clinics and didactic sessions. | <ul style="list-style-type: none"> Interactions with attending physicians, staff, and patients and their families. |

II. Goals and Objectives

1. Goal--Competency in gender affirming practice:

- A. Describe the unique healthcare needs and options for quality care for patients who are transgender, including puberty suppression, gender-affirming hormone therapy, surgical options, and mental health support.
- B. Discuss key components of the physical exam and methods of accommodating sensitivities or special needs within the transgender population.
- C. Demonstrate the ability to sensitively and effectively conduct an assessment with gender diverse patients in a developmentally appropriate manner, including gathering a physical health, sexual health, and mental health history

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- D. Verbalize the unique challenges encountered by patients who are transgender in the traditional healthcare setting and recognize how one may tailor health messages to increase resilience and reduce high-risk behaviors.
- 2. Goal—Improved knowledge of issues impacting gender affirming practice:**
- A. Identify key health disparities faced by the transgender population.
 - B. Discuss challenges and barriers to care experienced by patients who are transgender, including sources of stigma, acute or chronic psychosocial stressors, and the impact of caregiver/familial support, and identify methods of overcoming or minimizing these barriers.
 - C. Recognize shortcomings in scientific literature and identify harmful practices that perpetuate health disparities for patients who are transgender.
- 3. Goal—Increase awareness of support services for patients who are transgender:**
- A. Identify both local and national resources and support services for transgender youth.
 - B. Demonstrate an understanding of the limitations of resources and support for patients who are transgender, as well as their providers (i.e., rural vs. urban populations).

III. Methods of Instruction

Didactic:

- Online learning
 - **Watch two videos on the care of transgender youth**
 - https://www.ted.com/talks/norman_spack_how_i_help_transgender_teens_become_who_they_want_to_be
 - <https://www.tedmed.com/talks/show?id=687742>
 - Review the Endocrine Society Guidelines for Transgender Care
 - <https://www.endocrine.org/guidelines-and-clinical-practice/clinical-practice-guidelines/gender-dysphoria-gender-incongruence>
 - Review the protocol for caring for transgender youth
 - Review specific chapters of the Guidelines for the Primary and Gender-Affirming Care of Transgender and Non-binary People
 - <http://transhealth.ucsf.edu/pdf/Transgender-PGACG-6-17-16.pdf>
 - Review chapters 3-6, 9, 16, 17, 19, 26, 27, 33, 35, and 39
 - Review Dr. Lopez's article on caring for transgender youth
 - Review the articles listed below
 - Ten things transgender youth want their doctors to know
 - Transgender adolescents' experiences in primary care: a qualitative study.
 - Guss CE et al. Journal of Adolescent Health. 2019; 65:344-349
 - Review the adolescent medicine social history article
 - <http://contemporarypediatrics.modernmedicine.com/contemporary-pediatrics/content/tags/adolescent-medicine/heedsss-30-psychosocial-interview-adolesce?page=full>

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- Watch the following three online modules developed by the Fenway Health Institute and National LGBT Health Education Center:
 - <http://www.lgbthealtheducation.org/training/learning-modules/>
 1. Achieving Health Equity for LGBT People
 2. Improving Health Care for Transgender People
 3. Caring for LGBTQ Youth in Clinical Settings
- Alternative Resources
 - National Geographic's "Gender Revolution":
https://www.youtube.com/playlist?list=PLivjPDIt6ApTL79_aIL-dHceH2PUccvly
- Pediatric Grand Rounds
 - If you do not have an experience or a clinic that starts at 8 am, feel free to virtually attend Pediatric Grand Rounds. The virtual link will be forwarded to you.

Clinical: Please contact sites that are not at Children's Medical Center at least two days prior to experience to verify that it is still occurring. Experiences are subject to change given the current public health crisis.

- Clinics with Drs. Ximena Lopez (Ximena.lopez@utsouthwestern.edu), Jason Jarin (Jason.jarin@utsouthwestern.edu), Brett Cooper (brett.cooper@utsouthwestern.edu) and May Lau (may.lau@utsouthwestern.edu)
 - Please verify the time the clinic will start on Epic. Some clinics may start at 9 am or later due to meetings or cancellations.
 - Please read up on the patients before clinic
 - In Drs. Cooper and Lau's clinic, you will attend a pre-clinic orientation prior to each clinic and may be working with pediatric residents
 - In Drs. Lopez's and Jarin's clinic, you will be working with the attending directly
 - **Please be sure you have EPIC access prior to clinic.**
 - Epic Log-on context for Drs. Cooper and Lau is DAL AYA
 - Epic Log-on context for Dr. Jarin is DAL GYNECOOLOGY
 - Epic Log-on context for Dr. Lopez is DAL ENDO
- Patient assessments during clinics with social worker (to be determined)
- Initial Comprehensive Assessments with Dr. Laura Kuper (psychologist) and Ms. Robin Deisher (clinical therapist)
 - Observe one initial assessment of a youth who is interested in gender-affirming care.
 - Identify at least one assessment option that will not conflict with your clinic schedule. Please confirm participation, appointment time, and location as needed.
- Offsite experiences:
 - Prism Health (2801 Lemmon Ave, 2nd floor)
 - Mondays 4-7 pm
 - Third Monday 8:15 am-10 15 am
 - Wednesday telehealth visits 4:30-6:30 pm
 - Contact Amy Barrier NP (amy.barrier@prismtx.org) the day before your experience to confirm
 - Resource Center (5750 Cedar Springs Road)
 - Gender Identity Night Tuesday evenings at 7pm
 - Contact: Allison Johnson allisonjohnson@myresourcecenter.org; Lauren Veatch lveatch@myresourcecenter.org

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- Transgender Clinic at the Endocrinology Clinic (Internal Medicine Subspecialties Clinic, West Campus Building 3, 2001 Inwood Road, 8th and 9th Floor, Dallas, Texas 75390)
 - Every Tuesday morning with Dr. Jessica Abramowitz
 - Email: Jessica.Abramowitz@UTSouthwestern.edu
- Clinic at The Stewpot (1822 Young Street, Dallas Texas 75201)
 - On hold
- Clinic with Dr. Bardia Amirlak (1801 Inwood Road 5th floor, Dallas Texas 75390)
 - Please email Dr. Amirlak administrative assistant Michelle Mendez michelle.mendez2@utsouthwestern.edu for Dr. Amirlak’s clinic and OR schedule
- If there is no transgender health clinical experience for you that day, you may be scheduled to be in the Adolescent and Young Adult clinic.

● **Other Experiences**

- Staffing Meeting
 - Occurs the first, third, and fifth Friday of every month
 - Discussion of new patients who are interested in gender-affirming care
 - In person or Zoom – please check with the provider that you are working with to see in which format the meeting will take place

- Join Zoom Meeting
<https://zoom.us/j/98770143951?pwd=cGRHUUI5QVc4ZlhPSHV4ZTNqZ09TZz09>

Meeting ID: 987 7014 3951

Password: 709903

● **Summary of Sample Schedule:**

○ **Sample week**

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|--|---|--|---|---|
| AM | Self-based learning or, clinical assessments or clinical experience with Dr. Amirlak | Dr. Abramowitz (West Campus Building 3) | Dr. Cooper (AYA/GYN clinic 5 th floor Pavilion F5200) | Dr. Lau (AYA/GYN clinic 5 th floor Pavilion F5200) | Dr. Jarin (AYA/GYN clinic 5 th floor Pavilion F5200) |
| Noon | Lunch | Lunch | Medical Student Presentation | Lunch | Staffing (4 th floor Endocrine Education Room) First Friday of the month |
| PM | Self-based learning or, clinical assessments or clinical experience with Dr. Amirlak | Self-based learning or, clinical assessments, or AYA clinic | Dr. Cooper (AYA/GYN clinic 5 th floor Pavilion F5200) | Dr. Lau (AYA/GYN clinic 5 th floor Pavilion F5200) | Dr. Jarin (AYA/GYN clinic 5 th floor Pavilion F5200) |

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IV. Overview of Student Responsibilities

- Business-casual dress.
- Attend clinics and outside experiences as outlined.
- Attend conferences as outlined.
- Read literature and review online material from prepared curriculum.
- **Be on time** to clinics and didactic sessions.

V. Method of Evaluation of Students and Requirements

Pass-fail grades; there are no examinations. Evaluations of the student by the faculty will be based on achievement of the stated objectives of the course. This will be assessed by the student's preparation, fund of knowledge, participation in clinic, and participation in didactic sessions. The medical student will also be responsible for a ten-minute presentation on a topic related to transgender youth or a recent article on transgender youth during the medical staff meeting on or another meeting day. The medical student is to use mainly primary sources. The medical student needs to address visual and auditory learners during the presentation with a handout or using Powerpoint.