



Transgender Patient Care Certification Program

Course Date & Time:

Thursday, March 15, 2018

Registration: 8:30 a.m.

Program: 9 a.m. - noon

Where:

Moseley-Salvatori Conference
Center — Good Samaritan
Hospital

Contact:

Jamila Mayers

Phone: (213) 538-0700

Email: jmayers@hasc.org

Cost:

\$175 Member Early Bird
(through Feb. 15)

\$195 Member Registration
(after Feb. 15)

\$215 Non-Acute Care
Stakeholders

Train health care providers and staff on how to provide the highest quality care from a dignity first approach for transgender, gender-nonconforming, gender-queer and inter-sex patients. This three-hour course covers the eight-unit Dignity Model through a didactic approach and lecture.

Course Objectives

At the end of this course participants will be able to:

- Define, describe and recognize basic concepts for identifying and understanding gender identity and gender dysphoria in patients.
- Illustrate the importance of being inclusive of gender identity with medical paperwork.
- Illustrate the importance of terminology and definitions to provide care for the transgender population.
- Differentiate the various stages of transition for transgender people.
- Identify the role health care providers play in care delivery for this patient group.

Who Should Attend?

- Chief Nursing Officers
- Clinical Operations Executives
- Case Management
- HR Executives
- Quality and Patient Safety Directors
- RNs, LVNs, CNAs
- Skilled Nursing and Long-term care providers

THE BASICS

Health care providers will begin with unit one, The Basics, which is the starting point for identifying and understanding gender identity.

LEARNING OBJECTIVES:

1. Explain the difference 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.

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.

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 the term is seen as derogatory to many people. It is important for health care professionals to know correct terminology and definitions to provide care for the transgender population.

LEARNING OBJECTIVES:

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 health care setting.

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:

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

SOCIAL AND MEDICAL TRANSITION

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

LEARNING OBJECTIVES:

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 health care needs.

MEDICAL NEEDS

Transgender patients have both similar and different health care needs compared to the cisgender population. It is imperative that health care providers work to identify their role in providing care for transgender and gender non-conforming patients.

LEARNING OBJECTIVES:

1. Describe the unique and routine health care 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 bias, perception, and comfort levels can negatively affect transgender patients.

FEARS

Transgender and gender non-conforming people have many fears with living day to day. For many, these can be debilitating, causing many negative effects throughout their life. Health care 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:

- 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 make changes to reduce fears of the transgender patient in a medical setting.

AWARENESS

Health care 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:

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.

Faculty



Kristie Overstreet, PhD, LPCC, LMHC, LPC, CST

Kristie Overstreet is a board-certified transgender care therapist and holds a PhD in clinical sexology. She is also a licensed counselor in California, Florida, Georgia, and Louisiana. With over a decade of experience, Overstreet provides consulting, training, speaking services and therapy throughout the United States. She prides herself on helping her clients to be empowered to find their true self. Overstreet has also been voted Best LGBTQIA Behavioral Health Provider in Jacksonville, Fla. for the past three years. She is the author of four books and created the Transgender Healthcare Dignity Model to train health care providers to care for the transgender community with dignity.

Transgender Patient Care Certification Program

Good Samaritan Hospital
1225 Wilshire Blvd, Los Angeles, CA 90017

Registration: 8:30 a.m.; Program: 9 a.m. to 12:00 p.m.

Registration fees include breakfast and course materials.

For complete program information please visit www.hasc.org/transgender-patient-care

\$175 HASC Member Early Bird (*through February 15, 2018*)

\$195 HASC Member (*after February 15, 2018*)

\$215 Non-Acute Care Stakeholders

First Name: _____ **Last Name:** _____ **Preferred Name:** _____

Organization: _____

Address: _____ **City:** _____ **State:** _____ **Zip:** _____

Title: _____

Phone: (____) _____ **Email (required):** _____

PO #: _____ or to pay by credit card visit www.cvent.com/d/6tq2m2/4W to complete your registration using our online registration platform.

BRN Credit: RN Lic. No. _____. (Provider approved by the California Board of Registered Nursing. CEP #970 for 3 contact hours.)

ACHE Credit: The Hospital Association of Southern California is authorized to award 3 hours of pre-approved ACHE Qualified Education credit (non-ACHE) for this program toward advancement, or recertification in the American College of Healthcare Executives. Participants in this program wishing to have the continuing education hours applied toward ACHE Qualified Education credit should indicate their attendance when submitting an application to the college for recertification.

IMPORTANT REMINDERS

- Registration deadline: **March 1, 2018.**
- Valid payment information must be received with your registration.
- Mail and make check payable to: HASC, Attn: Jamila Mayers, 515 S Figueroa St., Ste. 1300, Los Angeles, CA 90071. **Please note program ID #2175-137** on check.
- Fax registration form to (213) 538-0987.
- Photo Release: HASC will photograph this event. If you prefer not to be photographed, please email HASC at education@hasc.org.

SPECIAL NEEDS or QUESTIONS

For ADA assistance or general registration questions, contact Jamila Mayers at (213) 538-0700 or jmayers@hasc.org.

CANCELLATION

- All cancellations must be requested in writing and confirmed by HASC **no later than March 1, 2018**, and will be subject to a \$50 processing fee.
- Cancellations after March 1, 2018, and non-attending registrants will be invoiced for the entire registration fee.

Substitutions are accepted at any time for this program but will not be processed until full payment has been received. Fees are non-transferrable for other HASC seminars.