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Occupational Therapy's Role in Providing Gender-Affirming Care for Transgender and Gender Diverse Individuals

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Occupational Therapy's Role in Providing Gender-Affirming Care for Transgender and Gender Diverse Individuals

Anna Rhodes, Mary A. Smith, PhD, OTR/L, and Kristin Willey, OTD, OTR/L

BACKGROUND

- ❖ Historically, transgender and gender diverse (TGD) individuals have been mistreated and underserved in medical settings, exacerbating existing barriers to healthcare access and resulting in poor engagement in care (Burgess & Batchelder, 2020).
- ❖ Access to competent clinicians that are knowledgeable in TGD health is a significant barrier to care and a major contributor to health inequities for this population (Soled et al., 2022).
- ❖ The quality of provider education on health topics related to gender expansiveness directly impacts the availability of competent, culturally sensitive care (Burgess & Batchelder, 2020).

PROBLEM

There is limited information, education, and training available on providing care for the TGD population, and many healthcare providers, including OT practitioners, lack the specific knowledge needed to provide adequate, culturally competent care.

PURPOSE

To create educational materials for healthcare practitioners, including OT practitioners, to promote competency in providing gender-affirming services for the TGD community.

METHODS

The [Occupational Justice Framework](#) was used as a guide to create these modules.

Orientation Phase

- Explored iLearn & iLife, brainstormed potential topics
- Collaborated with capstone supervisor on ideas & objectives
- Analyzed needs assessments from TGD individuals & OT practitioners

Development Phase

- Created learning modules
- Attended teaching circles to learn best practices for teaching strategies
- Created diversity, equity, & inclusion (DEI) resources for iLife
- Collaborated with OT practitioners who share an interest in this topic

Implementation Phase

- Presented to students & faculty through iLearn & iLife

Evaluation & Revision Phase

- Edited modules based on feedback from capstone mentor, capstone coordinator, & faculty & students who attended presentations

DISSEMINATION

- Contributed five presentations to iLife and two presentations to iLearn
- Submitted for Short Session for AOTA INSPIRE Annual Conference 2024
- Submitted Chapter 3 to OT Practice Magazine
- Future CEU certification through AOTA, TOTA, LOTA, OccupationalTherapy.com, or Med Bridge

EDUCATIONAL MODULES

| | | |
|--|--|---|
| 1. Understanding Gender Expansiveness in the Context of Healthcare Provision | 2. Client-Centered & Strengths-Based Approaches to Treatment for TGD Individuals | 3. Advocating for TGD Individuals in Healthcare Contexts |
| <ul style="list-style-type: none"> ➤ Terminology ➤ Creating a Safe & Welcoming Clinic Environment ➤ TGD Care within Institutional Environments ➤ Mental Health | <ul style="list-style-type: none"> ➤ Background & Significance ➤ Client-Centered Approaches ➤ Strengths-Based Approaches ➤ Learning Activity: Exploring Authenticity & Self-Confidence | <ul style="list-style-type: none"> ➤ Defining Advocacy ➤ Exploring the Significance of Advocating for TGD Populations ➤ How to be an Advocate for TGD Individuals within Healthcare Systems ➤ Learning Activity: Case Studies |
| 4. Understanding the Benefits of Gender-Affirming Procedures & Treatments | | 5. The Role of Rehabilitation & Gender-Affirming Surgeries |
| <ul style="list-style-type: none"> ➤ Defining Gender-Affirming Care ➤ Specific Methods of Gender-Affirming Care ➤ Significance of Gender-Affirming Care on Health Outcomes | | <ul style="list-style-type: none"> ➤ Gender-Affirming Surgeries & Referral for Care ➤ Pre-Operative & Intra-Operative Care ➤ Post-Operative Care & Specific Rehab Strategies |

REFERENCES



This project does not involve human subjects and does not require IRB approval.

MODULES



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