

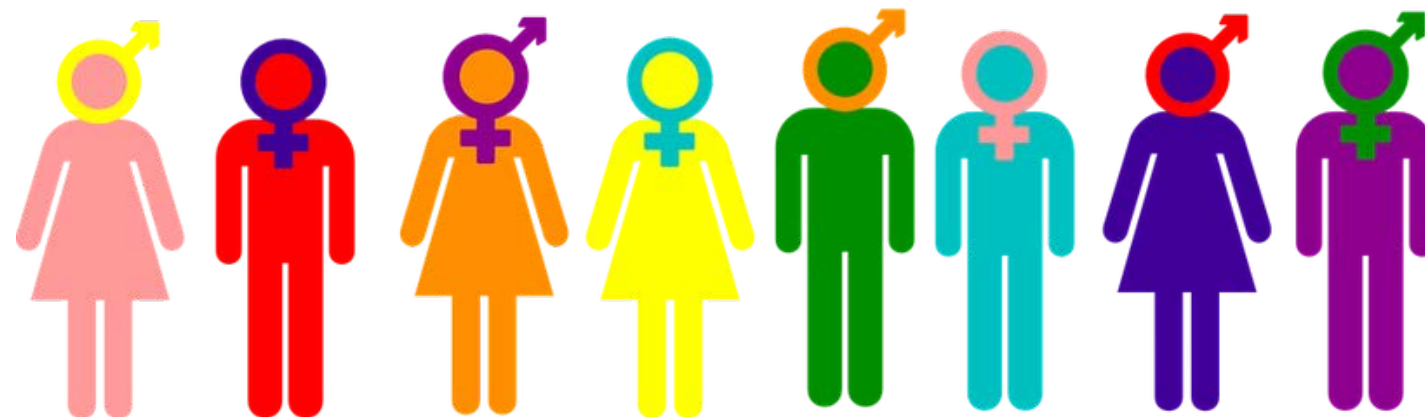
Mx. & Folx

Teaching Emotional
Intelligence with Gender
Non-Binary Patient Care.

Jaime Bowman, MD, FAAFP

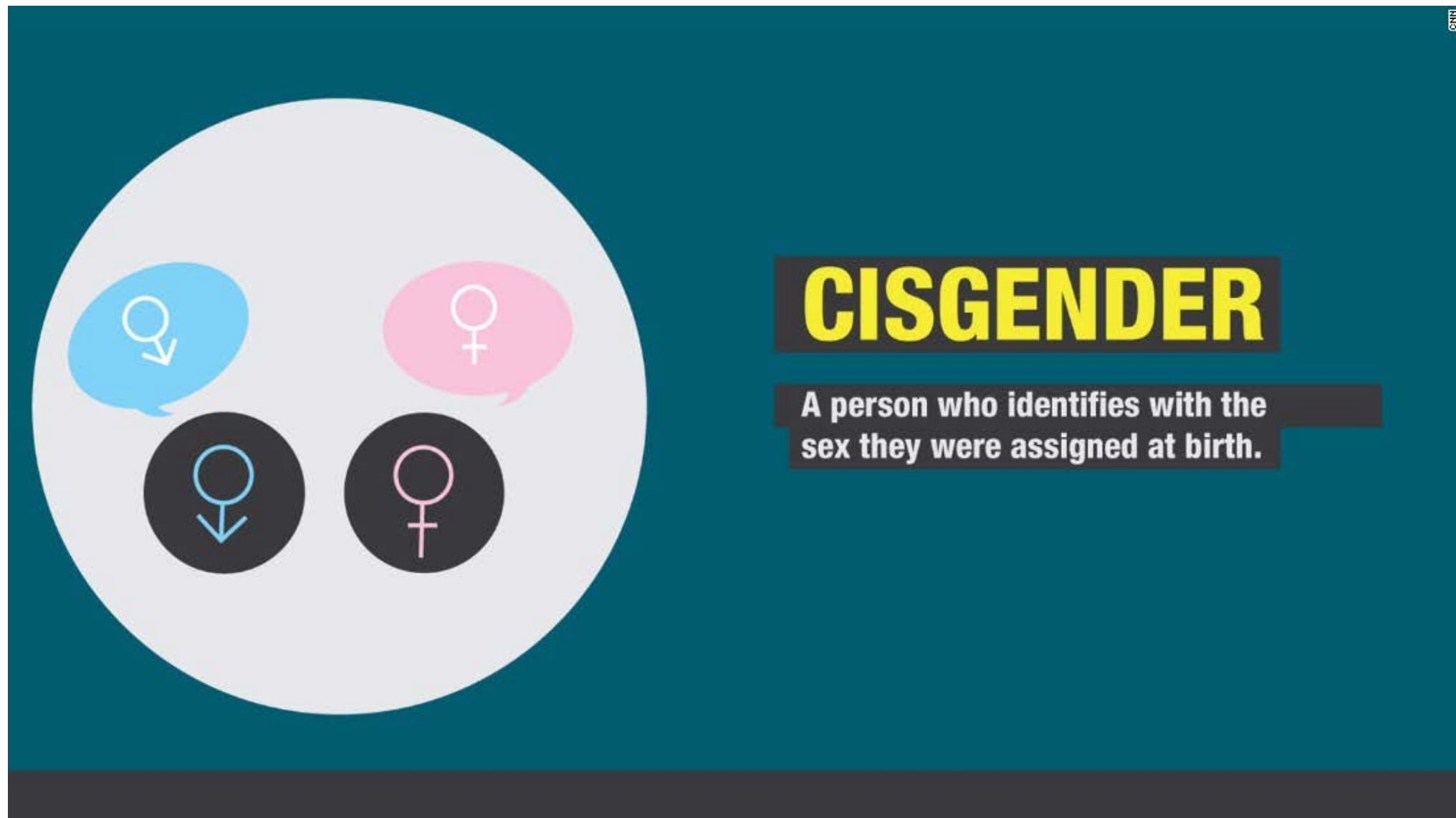
Objectives

- Review Emotional Intelligence
- Review Gender Non-binary status
- Explore gender affirming treatment & emotional intelligence training in residency training
- Apply learning to your personal circumstances



DISCLOSURES

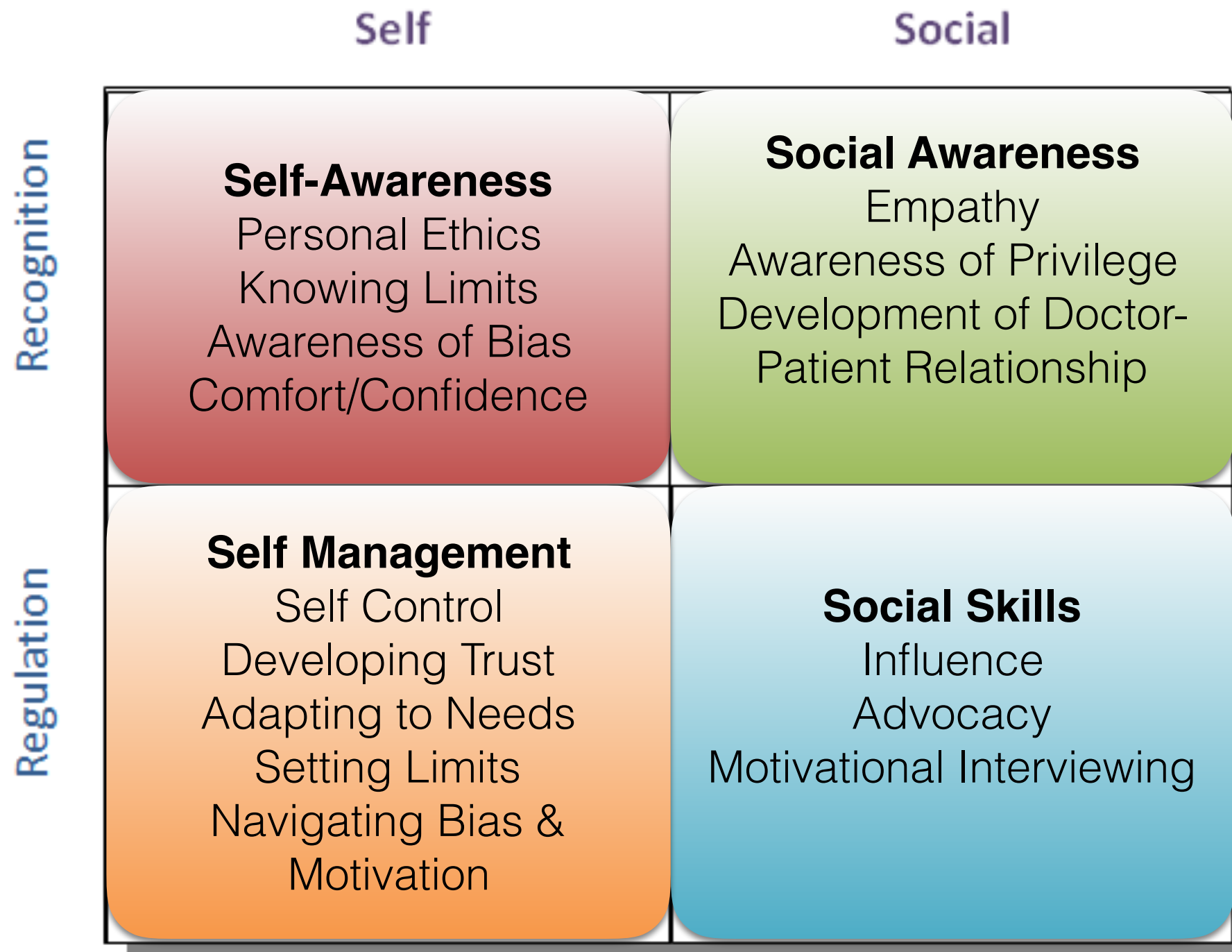
I identify as a cis-gendered woman. I prefer female pronouns.



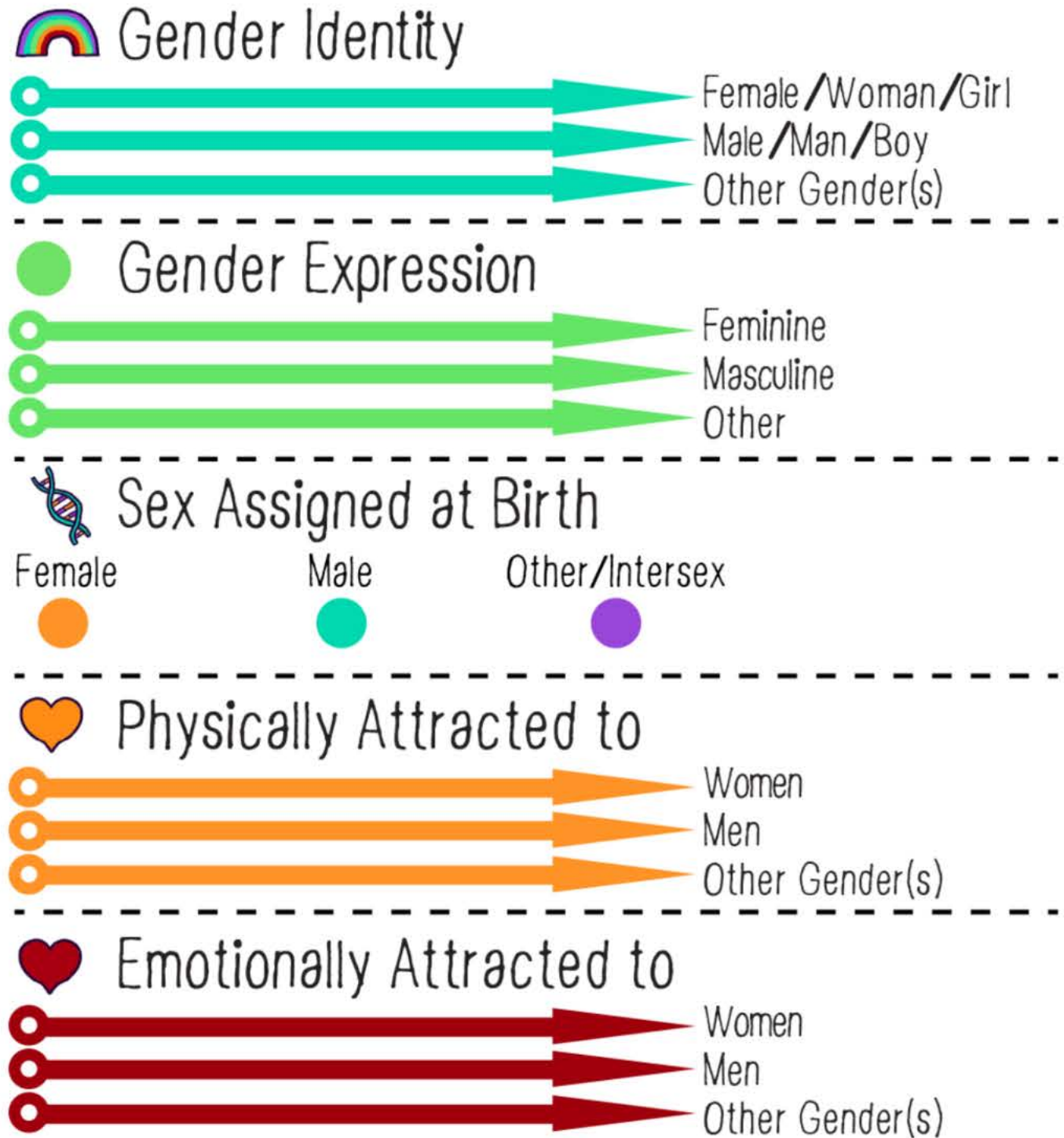
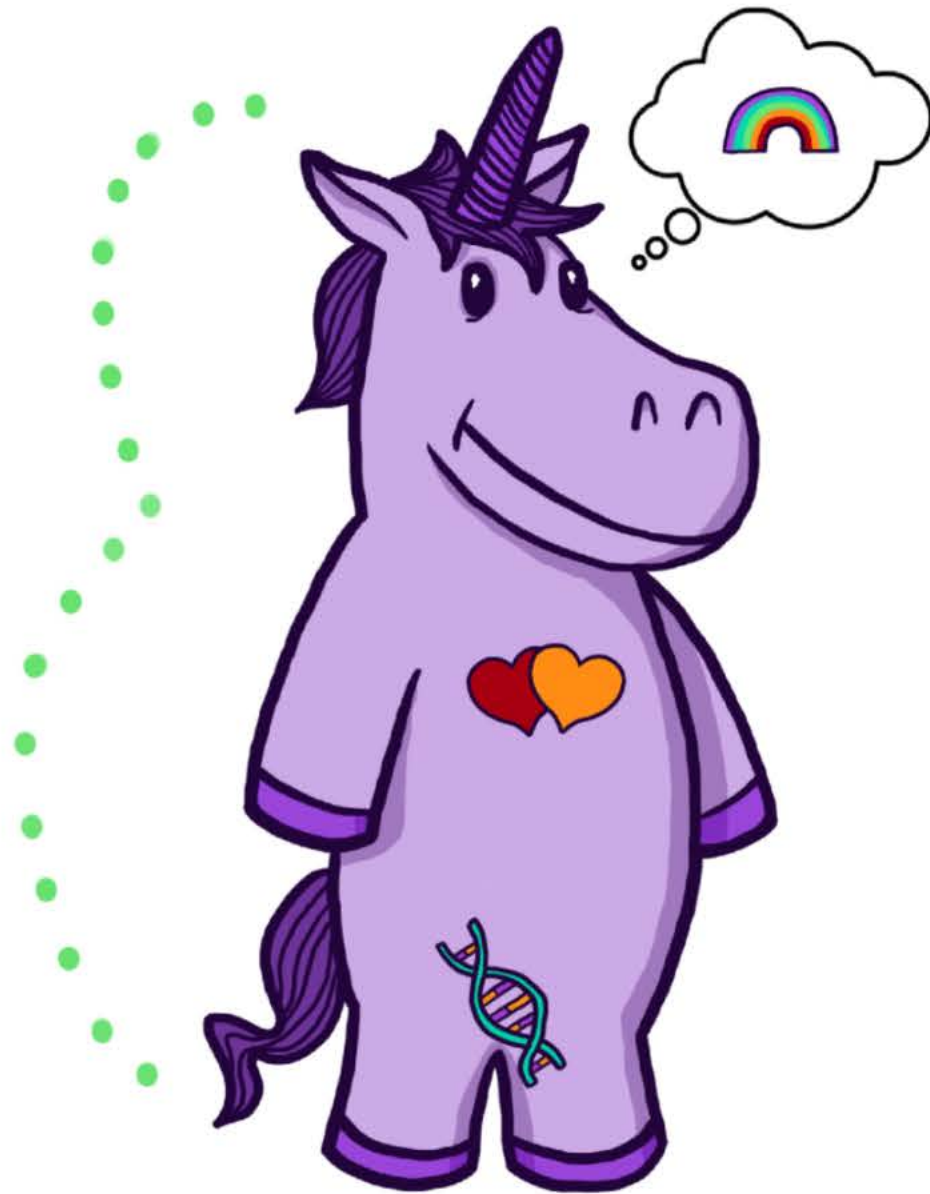
Emotional Intelligence

	Self	Social
Recognition	<p>Self Awareness</p> <p><u>Self- Confidence</u></p> <p>Emotional Self Awareness</p> <p>Accurate Self Assessment</p>	<p>Social Awareness</p> <p><u>Empathy</u></p> <p>Organisational Awareness</p> <p>Understanding the environment</p>
Regulation	<p>Self Management</p> <p><u>Self- Control</u></p> <p>Trustworthiness</p> <p>Conscientiousness</p> <p>Adaptability</p> <p>Drive and motivation</p> <p>Initiative</p>	<p>Social Skills</p> <p><u>Influence</u></p> <p>Inspirational Leadership</p> <p>Developing others</p> <p>Influence</p> <p>Building bonds</p> <p>Team Work and Collaboration</p>

Emotional Intelligence

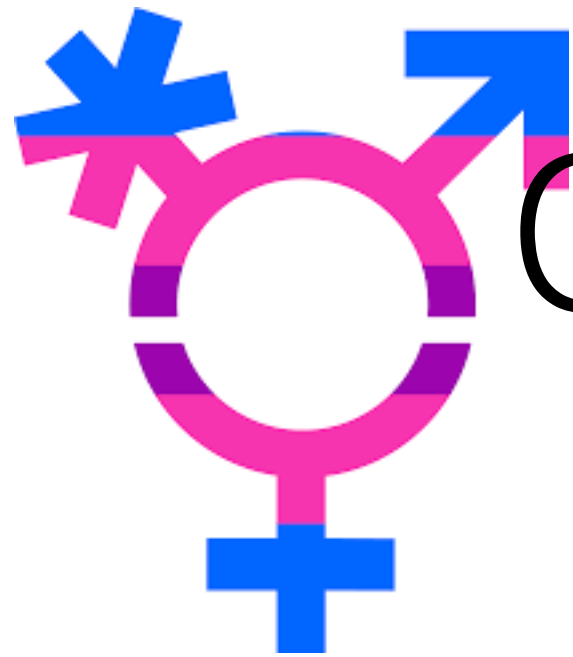


The Gender Spectrum



To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore



Case Exploration

- Fictional but realistic cases from rural practice
- Names and identifiers have been changed to protect privacy
- Download the Nearpod app and log in:
- Answer polled questions on the Nearpod app



Alex is Suicidal

- Follow your new intern to the ED for an admission of a 15 year old who intentionally overdosed on diphenhydramine.
- Alex is a 15 year old with several admissions for SI/ attempts. They are currently living at a local shelter for homeless teens, have a history of methamphetamine use, and endorse active desires for self harm. ED physicians wants cardiopulmonary monitoring.
- Intern approaches patient using male pronouns when Alex corrects them. Intern states that they have to use the gender listed in the chart.




EL Lessons from Alex

- How do you determine gender preferences?
 1. Read the chart?
 2. Ask the patient?
 3. Observe their dress?
 4. Examen their genitalia?
- Why do appropriate gender pronouns matter?
 1. Legal responsibility?
 2. Billing purposes?
 3. Establishes trust?
 4. Important to the history?

Emotional Intelligence

	Self	Social
Recognition	<p>Self Awareness</p> <p><u>Self- Confidence</u></p> <p>Emotional Self Awareness</p> <p>Accurate Self Assessment</p>	<p>Social Awareness</p> <p><u>Empathy</u></p> <p>Organisational Awareness</p> <p>Understanding the environment</p>
Regulation	<p>Self Management</p> <p><u>Self- Control</u></p> <p>Trustworthiness</p> <p>Conscientiousness</p> <p>Adaptability</p> <p>Drive and motivation</p> <p>Initiative</p>	<p>Social Skills</p> <p><u>Influence</u></p> <p>Inspirational Leadership</p> <p>Developing others</p> <p>Influence</p> <p>Building bonds</p> <p>Team Work and Collaboration</p>



Alex is Suicidal

- You model for your intern a more informed history taking style, asking Alex about preferred pronouns.
- You learn Alex has been struggling with gender fluidity for the past three years since puberty. They note low self esteem, cutting, and have run away from home. They don't feel their family or school is very supportive.
- Alex is thankful when you offer gender neutral pronouns and agrees to counseling with a LCSW who has expertise in gender expression and orientation.



Alex is Suicidal

- You explore educational gaps and implicit bias with your intern. They have only read about gender non binary orientation and have many misinterpretations.
- You recommend they review the WPATH guidelines and decide to arrange for a didactic session in orientation featuring student leaders from GLAD.



Jo establishes care

- Your PGY-2 precepts a 19 year old college freshmen, Jo, with you. Jo has a history of bulimia and has been in counseling. They present a note from their psychologist disclosing gender dysphoria.
- Your PGY-2 has taken a detailed history and shares that Jo was born male but identifies as female. She wishes to use female pronouns and go by her feminized moniker. She is eager to discuss starting medical gender affirming therapy now that she is regularly seeing a counselor.
- The resident has reviewed the WPATH guidelines and notes that Jo has not lived as her preferred gender except on vacation in Portland.



EL Lessons from Jo

- When is it appropriate to start hormone affirmation?
 1. After six months living as preferred gender?
 2. When gender dysphoria is established in counseling?
 3. When patient requests it?
- How could your resident set expectations?
 1. Refer all gender non-binary patients to endocrine?
 2. Shared decision making and informed consent?
 3. Based on preceptor bias and awareness only?

Emotional Intelligence

	Self	Social
Recognition	<p>Self Awareness</p> <p><u>Self- Confidence</u></p> <p>Emotional Self Awareness</p> <p>Accurate Self Assessment</p>	<p>Social Awareness</p> <p><u>Empathy</u></p> <p>Organisational Awareness</p> <p>Understanding the environment</p>
Regulation	<p>Self Management</p> <p><u>Self- Control</u></p> <p>Trustworthiness</p> <p>Conscientiousness</p> <p>Adaptability</p> <p>Drive and motivation</p> <p>Initiative</p>	<p>Social Skills</p> <p><u>Influence</u></p> <p>Inspirational Leadership</p> <p>Developing others</p> <p>Influence</p> <p>Building bonds</p> <p>Team Work and Collaboration</p>



Jo establishes care

- Your PGY-2 feels strongly that Jo may start spironolactone and encourages her to live in her preferred gender at school.
- This resident also feels that he could comfortably manage this patient's gender affirmation needs. He prefers that Jo take the spironolactone and live as a woman for six months before starting estradiol. He also encourages her to continue counseling and refers her to an aesthetician and speech therapist.
- Jo is thrilled with this plan but doesn't feel safe being out in the community as a woman. She plans more gender affirming vacations in Portland and San Francisco.



Lee has concerns

- Lee is a 24 YO FtM transgender patient who presents with concerns about bleeding. Your senior resident wants to pre-round with you.
- Lee has been on a stable dose of depo-testosterone for 3 years. He is s/p bilateral mastectomy and chest contouring 6 months ago. It is unclear if he is using any form of contraceptive.



IEI Lessons from Lee

- What treatment options may help Lee with bleeding?
 1. Increase the depo-testosterone dose?
 2. Decrease the depo-testosterone dose?
 3. Remove the native uterine tissue?
 4. Consider a LARC?
- Can Lee get pregnant? How do you share this news?
 1. Nope, don't worry about it.
 2. Yes, he should be aware.
 3. Nope, but it is his body and he should be educated.
 4. Possibly, if he is using his vagina for sex, so ask.

Emotional Intelligence

	Self	Social
Recognition	<p>Self Awareness</p> <p><u>Self- Confidence</u></p> <p>Emotional Self Awareness</p> <p>Accurate Self Assessment</p>	<p>Social Awareness</p> <p><u>Empathy</u></p> <p>Organisational Awareness</p> <p>Understanding the environment</p>
Regulation	<p>Self Management</p> <p><u>Self- Control</u></p> <p>Trustworthiness</p> <p>Conscientiousness</p> <p>Adaptability</p> <p>Drive and motivation</p> <p>Initiative</p>	<p>Social Skills</p> <p><u>Influence</u></p> <p>Inspirational Leadership</p> <p>Developing others</p> <p>Influence</p> <p>Building bonds</p> <p>Team Work and Collaboration</p>



Lee has concerns

- Lee shares that he is sexually active with a MtF transgender partner. They have been using condoms, dental dams, and gloves for the three years they have been together.
- Lee does not desire fertility now or in the future and his body dysphoria is triggered just talking about an IUD. Your resident offers nexplanon with possible future TAHBSO. Lee chooses nexplanon but ultimately desires surgical gender reassignment. He and his partner are saving funds for this surgery.

Four Areas Of Emotional Intelligence

Self Awareness	Self Management	Social Awareness	Relationship Management
<ul style="list-style-type: none"> *Know your story & how it affects you *Make peace with your past *Know your beliefs, your emotions & your behavior patterns *Know your relationship patterns 	<ul style="list-style-type: none"> *Learn skills for breathing & relaxation *Complete your basic emotional healing work *Learn skills for soothing & motivating yourself *Maintain healthy eating & exercise 	<ul style="list-style-type: none"> *Understand nonverbal social signals *Develop a positive view of others *Understand basic human emotional needs *Understand "games" & personal integrity 	<ul style="list-style-type: none"> *Develop skills for reflective listening & empathy *Learn skills for healthy assertiveness *Learn conflict resolution skills *Develop skills for support & affirmation of others

Objectives

- Review Emotional Intelligence ✓
- Review Gender Non-binary status ✓
- Explore gender affirming treatment & emotional intelligence training in residency training ✓
- Apply learning to your personal circumstances ✓



References

1. Dreger, Alice Domurat. 1998. Ambiguous Sex—or Ambivalent Medicine? Ethical Issues in the Treatment of Intersexuality. *Hastings Center Report*, 28, 3: 24-35.
2. <http://www.dsdguidelines.org/about/consortium>
3. http://www.wpath.org/uploaded_files/140/files/Standards%20of%20Care,%20V7%20Full%20Book.pdf
4. Health Care for Lesbians and Bisexual Women. ACOG Committee Opinion. 2014
5. Jin, Jill. Breast Cancer Screening Guidelines in the United States. *JAMA*. Vol 314, No. 15.
6. Mravacak, Sally. Primary Care for Lesbians and Bisexual Women. *Am Fam Physician*. 2006 Jul 15;74(2): 279-286.
7. Knight, Daniel. Health Care Screening for Men Who Have Sex With Men. *Am Fam Physician*. 2004 May 1;69(9): 2149-2156
8. Klien, David, et. al. Care of a Transgender Adolescent. *Am Fam Physician*. 2015 Jul 15; 92 (2)
9. Safer JD, Pearce EN. A simple curriculum content change increased medical student comfort with transgender medicine. *Endocr Pract*. 2013, 19 (4): 633-637.
10. Olson, J, Forbes C, Belzer M. Management of the transgender adolescent. *Arch Pediatric Adolesc Med*. 2011;165(2):171-176
11. Spack NP. Management of transgenderism. *JAMA*. 2013;308(5):478-484
12. Salim S. Abdool Karim, M.B., Chb., Ph.D. Preexposure Prophylaxis for HIV Prevention. *NEJM* 2015;365(5)462-465.



Questions, please.