

**University Faculty Senate
Equity, Inclusion and Diversity Committee
175th Plenary
SUNY Old Westbury
January 21, 2017**

Resolution to Create Transgender Health Care Education at SUNY Campuses

Whereas SUNY strives to be a national leader in all of its educational endeavors and diversity is a core value for all SUNY campuses, and the SUNY Board of Trustees passed a resolution on September 10, 2015 “to make SUNY the most inclusive higher education system in the country”; and,

Whereas SUNY’s academic health science programs offer healthcare, education, and research; and, observe the highest standards of ethics, humanism, compassion, dignity and fairness with respect to the diversity of the human condition; and,

Whereas SUNY’s numerous nursing programs and preparation of other allied health professionals play a valuable role in producing nurses and others who work in the health care field New York State; and,

Whereas a shared mission of the academic health science programs is to educate, to innovate, to enhance public health, and to improve the health of the diverse citizens of New York State by continuously evaluating and adopting innovative practices; and,

Whereas NY state recognizes the importance of increasing the number of doctors in areas where there are shortages by creating programs like Doctors Across New York (DANY), Physician Loan Repayment and Physician Practice Support programs, the DANY Ambulatory Care Training program, and the Primary Care Service Corps program (PCSC) to encourage healthcare professionals to locate in high-need geographic areas or to work with underserved populations; and,

Whereas students studying in academic health science programs need to be prepared to treat all patients; and,

Whereas it is estimated that the number of transgender people in the United States is approximately 1.4 million (0.6% of the population), and it is estimated that 78,000 transgender individuals (0.51%) reside in New York State¹; and,

Whereas transitioning and transgender individuals face discrimination in the community when accessing health care and have unique medical needs in the areas of adult primary care, pediatric/adolescent primary care, endocrinology, surgery, and mental health; and,

Whereas guidelines exist (see UCSF Center of Excellence guidelines, AAMC guidelines, and The World Professional Association for Transgender Health [WPATH] Standards of Care, and Gay and Lesbian Medical Association [GLMA], American Nurses Society, and NursesHEALE) to promote equity in health care and meet the unique medical needs of transitioning and transgender individuals and clinics exist

¹ <http://williamsinstitute.law.ucla.edu/wp-content/uploads/How-Many-Adults-Identify-as-Transgender-in-the-United-States.pdf>

(see UCSF, OHSU and SUNY Downstate) to provide health care to transgender individuals; therefore,

Be It Resolved that UFS encourages the SUNY system administration to provide financial and academic support to any SUNY campus that begins a trans-specific training program; and,

Be It Further Resolved that UFS encourages faculty in academic health science programs at SUNY campuses to review didactic and clinical curricula, and adopt guidelines suggested by one of the many organizations suggested to improve the health care of transitioning and transgender individuals; and,

Be It Further Resolved that UFS encourages development of transgender health training initiatives for clinicians and staff, utilizing existing guidelines and clinics as a model, and offer training that is trans-specific in all areas needed according to the guidelines.

175-02-1

**Resolution to Create Transgender Health Care Education at SUNY Campuses
Passed**

Background

There is a need to modify both undergraduate and post-graduate medical education so that a greater number of health care professionals will graduate with the skills to meet the needs of transitioning and transgender patients in both primary care and specialty settings.

Guidelines on curriculum, care, and training in transgender medicine have been put together at a number of institutions:

<https://louisville.edu/medicine/news>

http://www.downstate.edu/news_releases/2015/news_release_full27.html

<http://www.starprogram.nyc/>

<http://www.ohsu.edu/xd/health/services/transgender-health/about/index.cfm>

www.transhealth.ucsf.edu

Professional organizations including AMA, ANA, APA, and WPATH also support practice guidelines for LGBT individuals:

<http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/Improving-Your-Practice/Diversity-Awareness/LGBT>

http://healthcareguild.com/medical_education.html

<http://www.ama-assn.org/delivering-care/policies-lesbian-gay-bisexual-transgender-queer-lgbtq-issues>

http://www.wpath.org/site_home.cfm

Non-profit organizations such as HealthHIV have developed a continuing education training module for health care providers:

<http://www.healthhiv.org/what-we-do/education-training/lgbt-training-and-certificate-program>

Transgender people who do not reside in major urban areas often need to travel long distances in order to find practitioners who have expertise in transgender health care, and this hardship impedes good care:

<https://www.theguardian.com/society/2016/may/03/transgender-healthcare-doctor-oneonta-new-york-carolyn-wolf-gould>