

Inclusive Health, Stronger Communities: The Impact of Gender Affirming Care



Danielle Mancuso, MS, LPC-A
Community Building Coordinator, La Clinica



Introductions

EASTCHESTER ELEMENTARY SCHOOLS					
PUPIL PROGRESS REPORT					
GRADES 4 - 5 - 6					
Pupil <u>Danielle Mancuso</u>		Grade <u>4</u>		Year <u>1986-1987</u>	
Teacher <u>C. Davidian</u>		School <u>Anne Hutchinson</u>			

EXPLANATION OF MARKS					
<p>Bold type subjects receive marks as follows:</p> <div style="display: flex; justify-content: space-between;"> <div> <p>5 - Excellent Progress</p> <p>4 - Good Progress</p> <p>3 - Satisfactory Progress</p> </div> <div> <p>2 - Poor Progress</p> <p>1 - Failing</p> <p>• - Working below grade level</p> </div> </div> <p>Sub-skills checked (✓) indicate needed improvement</p> <p>EFFORT: E - Excellent I - Improving S - Satisfactory N - Needs Improvement</p>					
GROWTH IN KNOWLEDGE AND SKILLS		January		June	
		Achievement	Effort	Achievement	Effort
MATHEMATICS		5	S		
Concepts					
Fundamental Skills					
Problem Solving					
LANGUAGE ARTS		5+	E		
Oral					
Written					
Spelling - Daily Usage					
Spelling - Tests		5+	E		
Handwriting					
READING		5	S		
Vocabulary					
Comprehension					
Independent Reading					
SOCIAL STUDIES		4+	S		
Concepts					
Study/Research Skills					
Current Events					
Participation					
SCIENCE		5-	E		
Concepts					
Study/Research Skills					
Participation					
GENERAL MUSIC		4	4		
INSTRUMENTAL MUSIC		3-	N		
ART		5	E		
PHYSICAL EDUCATION		4	S-		
LIBRARY		4	E		

GROWTH IN HABITS AND ATTITUDES		
A check (✓) after any item indicates that improvement is desired. No check indicates satisfactory progress.		
Marking Periods	Jan.	June
WORK AND STUDY HABITS		
Listens Attentively		
Follows Directions		
Works Neatly		
Completes Classwork On Time		
Completes Homework On Time		
Works Independently		
Uses Time Wisely		
SOCIAL ATTITUDES		
Accepts Responsibility		
Works and Plays Well with Others		
Respects Property		
Exercises Self-Control		
Demonstrates Appropriate Behavior		

ATTENDANCE RECORD			
Jan.	June	Total	
Days Absent	0		
Times Tardy	0		

ADDITIONAL SERVICES RECEIVED	
<input type="checkbox"/> Math Workshop	<input type="checkbox"/> Resource Room
<input type="checkbox"/> Reading Workshop	<input type="checkbox"/> Speech/Language
<input type="checkbox"/> ESL	<input type="checkbox"/> _____

PLACEMENT FOR NEXT YEAR	
This certifies that your child is assigned to	
Grade _____ for September, 19____	
Principal _____	

TEACHER COMMENTS

Danielle is a delightful youngster. She has enthralled the class with her creative abilities - art and creative writing, & has sparked her peers on to paths of creativity. Danielle has been accomplishing academic work of excellent quality.

Danielle is a talented art student. L. Schwartz '87

Danielle must try & show more self-control (less talking)
K. McCaffrey '87

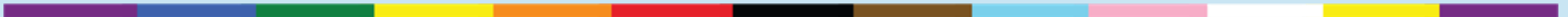


Danielle Mancuso, MS, LPC-A
Community Building Coordinator
Pronouns: they/she

And that's my Grandpa Pete.

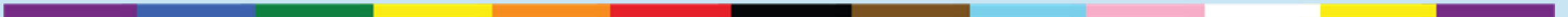
Our Time Together

Explore	Explore how gender-affirming care strengthens health outcomes and drives equity across healthcare systems.
Reflect	Reflect on the impact of inclusive health services—how they shape the health and well-being of individuals and communities.
Learn	Learn about La Clinica's gender-affirming care program—its educational foundation, direct care approach, community outreach, and commitment to building long-term, inclusive infrastructure.
Practice	Practice tools and communication strategies that support more affirming care for gender-diverse patients.





Based on The Learning Zone Model, Tom Senninger, 2000.



What is Gender Affirming Care?

Gender-affirming care encompasses a range of social, psychological, behavioral, and medical interventions “designed to support and affirm an individual’s gender identity” when it conflicts with the sex they were assigned at birth.

-World Health Organization

SOCIAL

Can include changing:

- Pronouns
- Name
- Clothing/Style
- Gender Expression

LEGAL

Can include updating:

- Birth certificate
- Social Security Card
- Medical Records
- Driver’s License
- State ID Card
- Passport*

MEDICAL

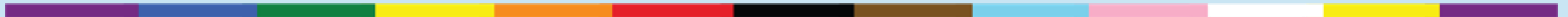
Commonly used:

- GnRH agonist
- Estradiol
- Testosterone
- Finasteride
- Spironolactone
- Birth Control

SURGICAL

Can include:

- Chest reconstruction
- hysterectomy
- Orchiectomy
- Vaginoplasty
- Phalloplasty
- Facial Feminization

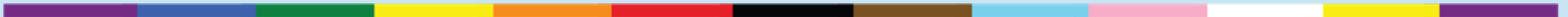


Terminology....

- 1. Sexual Orientation:** who we are sexually attracted to
- 2. Sex Assigned at Birth:** the label given to a baby based on physical anatomy
- 3. Gender identity:** internalized sense of self, how we see and experience ourselves
- 4. Gender Expression:** how we present ourselves

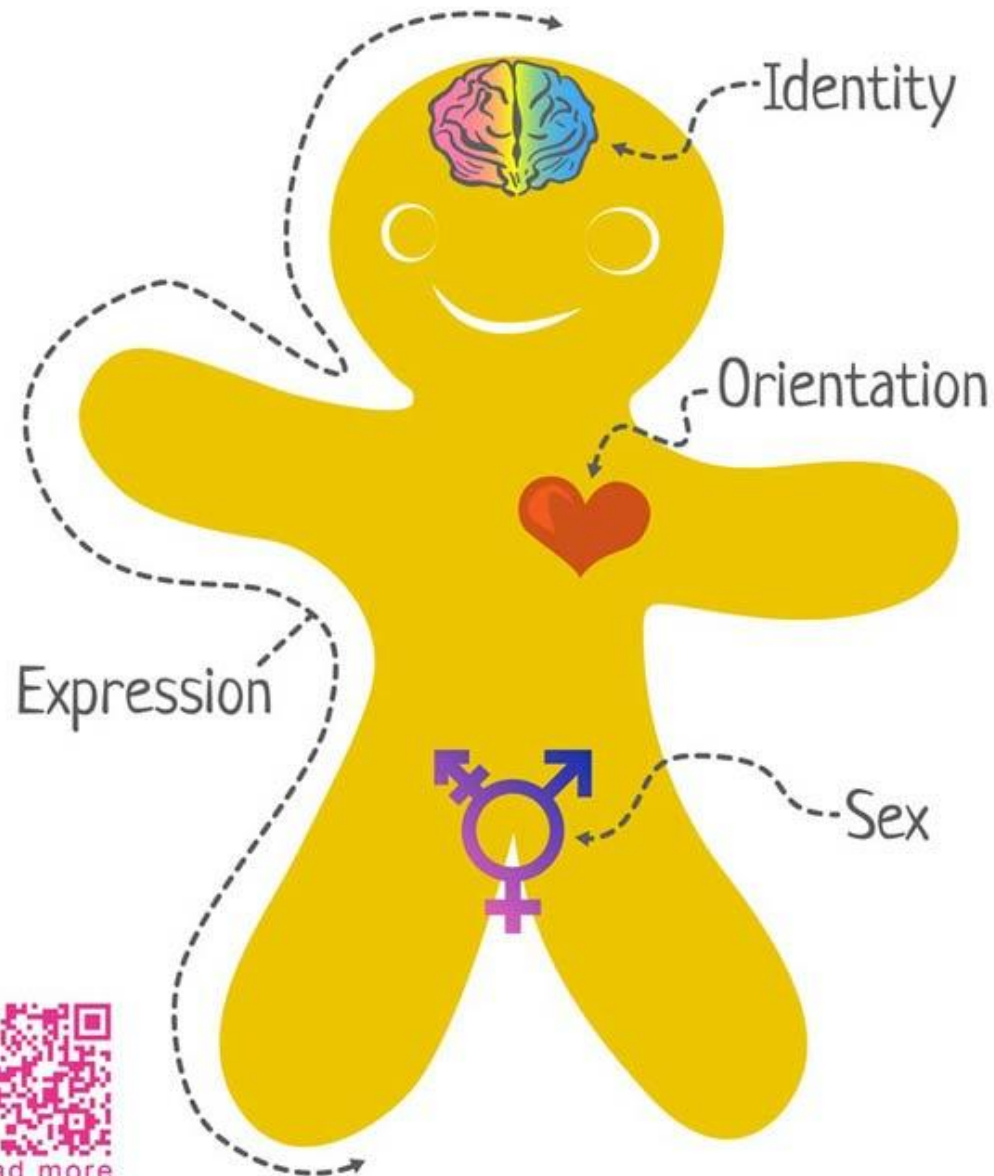
(LGBTQIA+ Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual +)

1. Sexual Orientation	2. Sex Assigned at Birth	3. Gender Identity	4. Gender Expression
Heterosexual	Male	Cis/Trans Man	Masculine
Lesbian	Female	Cis/Trans Woman	Feminine
Gay	Intersex*	Non-Binary	Androgenous
Bisexual		Agender	Queer
Queer		Genderqueer	Etc
Pansexual		Two Spirit***	
Asexual		Etc.	
Etc.			



The Genderbread Person

by www.ItsPronouncedMetrosexual.com



Gender Identity

Woman

Genderqueer

Man

Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.

Gender Expression

Feminine

Androgynous

Masculine

Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.

Biological Sex

Female

Intersex

Male

Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.

Sexual Orientation

Heterosexual

Bisexual

Homosexual

Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.



read more

The Trevor Project's 2024 U.S. National Survey on the Mental Health of LGBTQ+ Young People amplifies the experiences of more than 18,000 LGBTQ+ young people ages 13 to 24 across the United States.

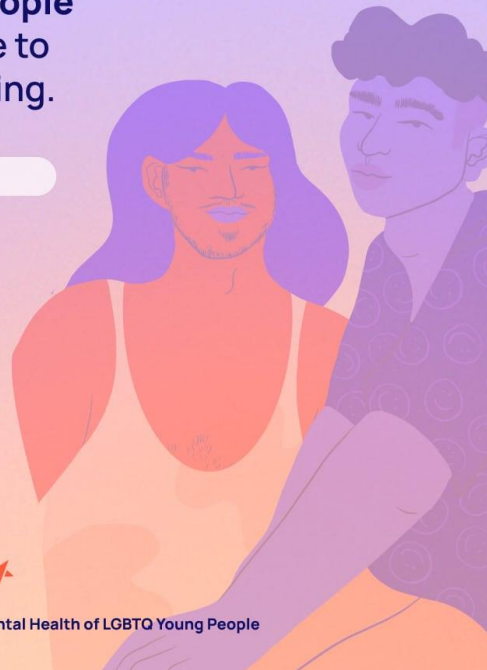
More than 1 in 10 (12%)
LGBTQ+ young people
attempted suicide
in the past year.



THE TREVOR PROJECT 

2024 U.S. National Survey on the Mental Health of LGBTQ+ Young People

Fewer than 40% of
LGBTQ young people
found their home to
be LGBTQ-affirming.



THE TREVOR PROJECT 

2023 U.S. National Survey on the Mental Health of LGBTQ Young People

LGBTQ+ young people who reported
living in very accepting communities
attempted suicide at **less
than half the rate** of those
who reported living in very
unaccepting communities.



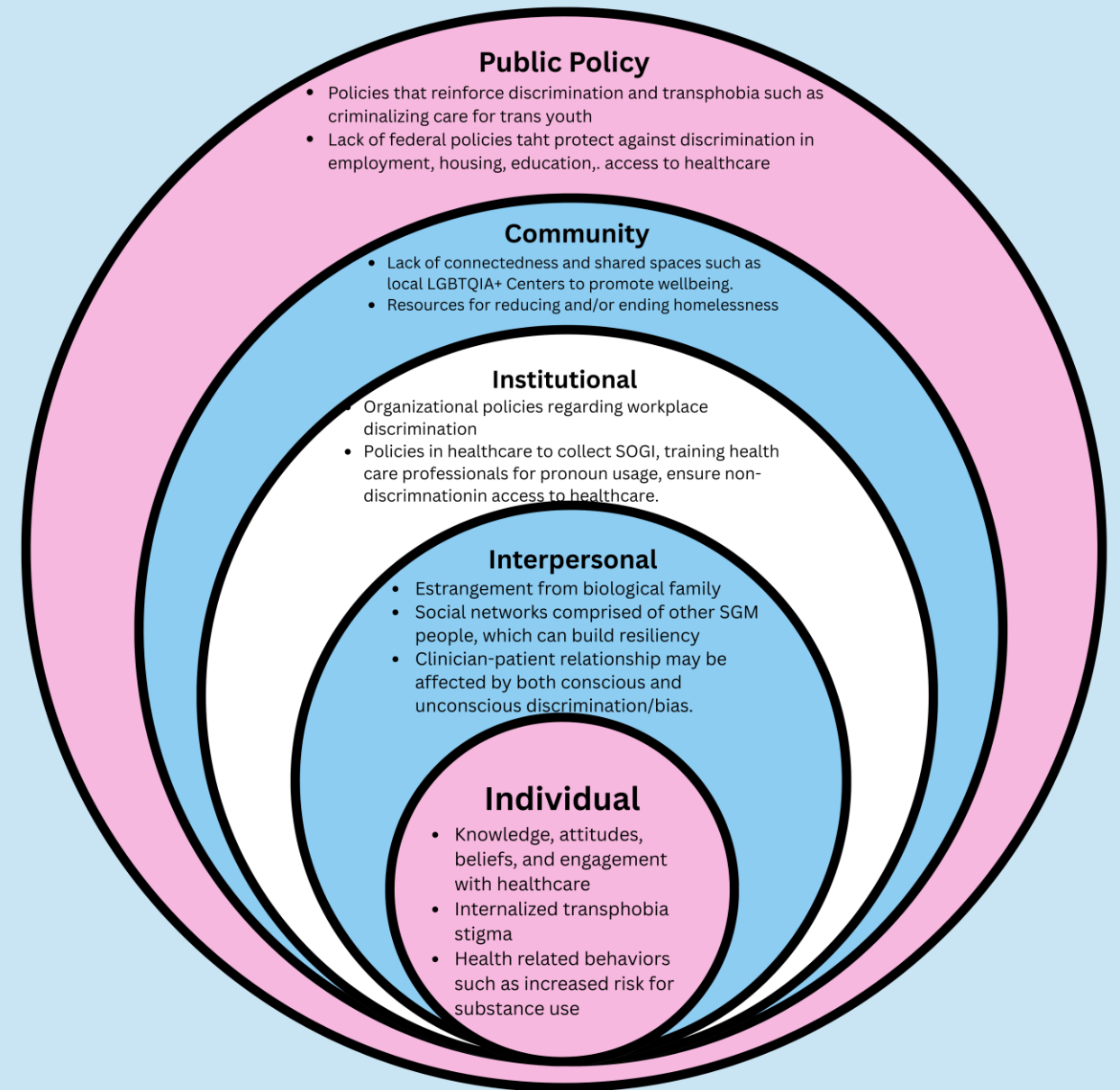
THE TREVOR PROJECT 

2024 U.S. National Survey on the Mental Health of LGBTQ+ Young People

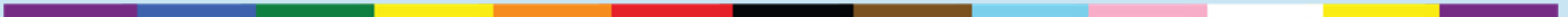


Minority Stress Theory

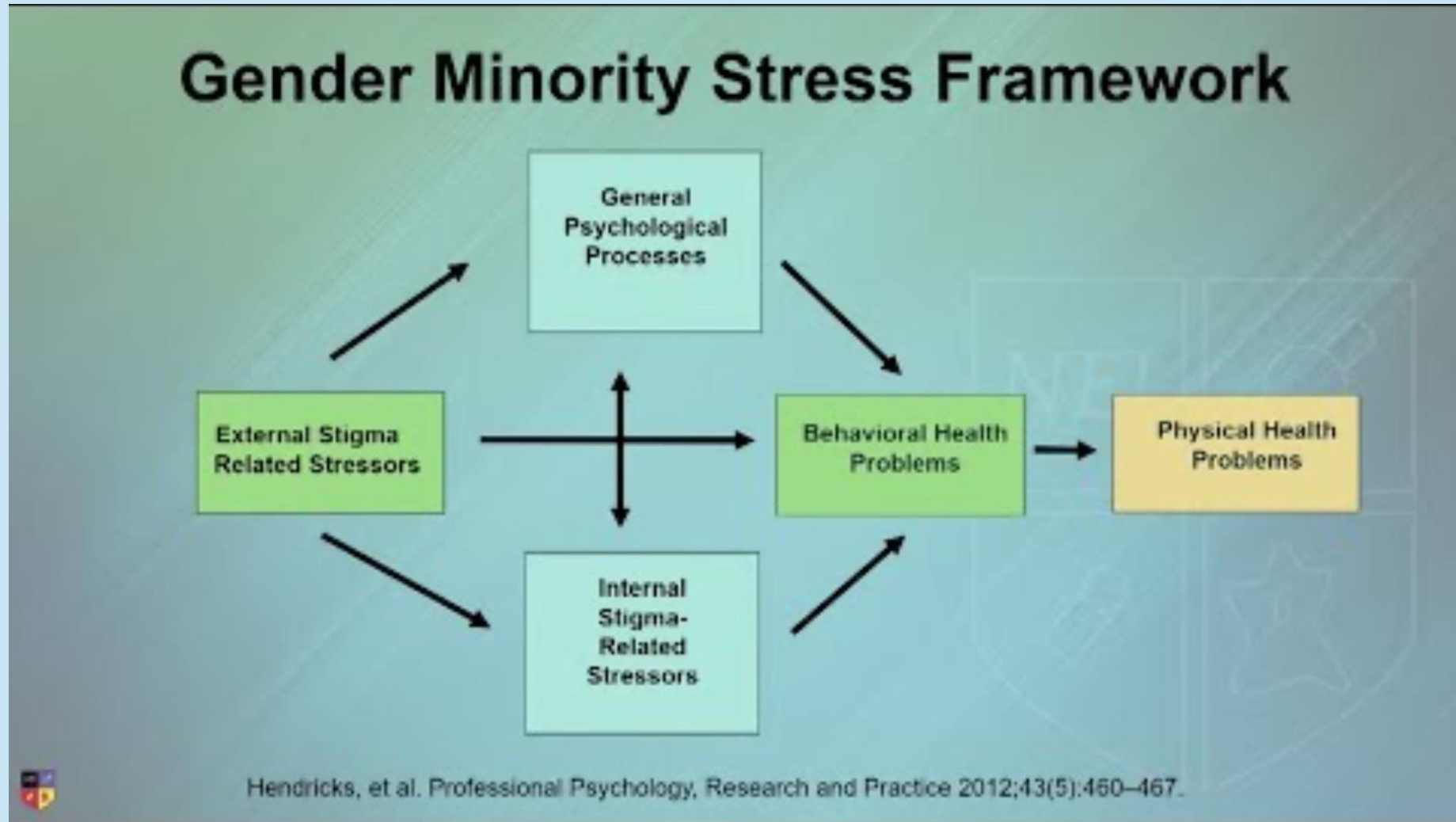
- External Stressors: Direct prejudice, discrimination, and rejection experiences
- Identity Concealment: Stress from hiding one's authentic identity
- Internalized Stigma: Absorption of negative social attitudes into self-concept



Diaz, Michael & Rosendale, Nicole. (2022). Diagnosis, Treatment, and Prevention of Stroke in Transgender Adults. Current Treatment Options in Neurology. 24. 10.1007/s11940-022-00728-1.

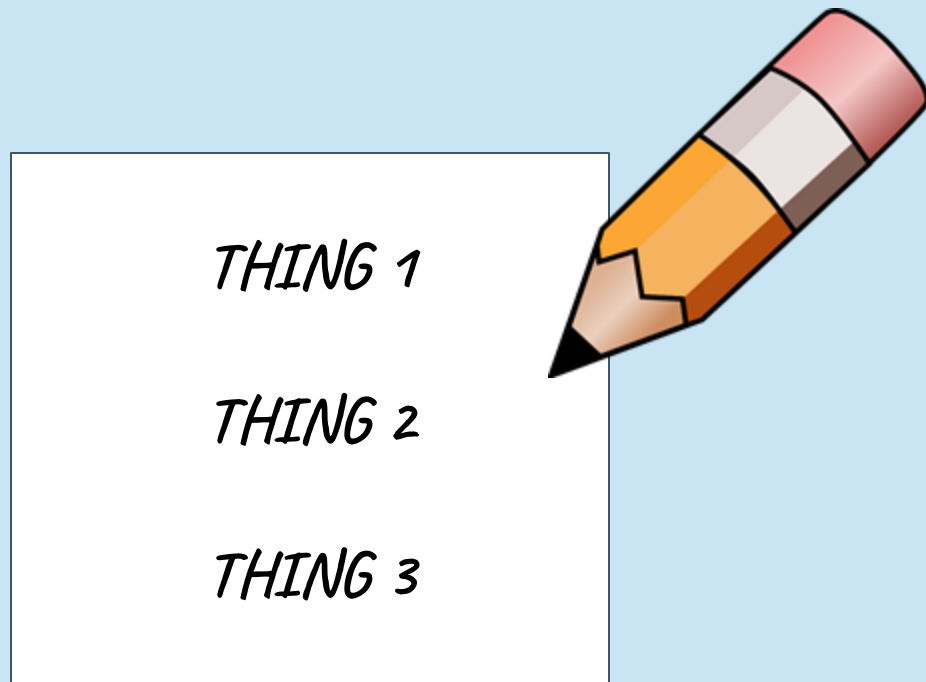


Minority Stress Theory



Activity: Get a sheet of paper, pen.

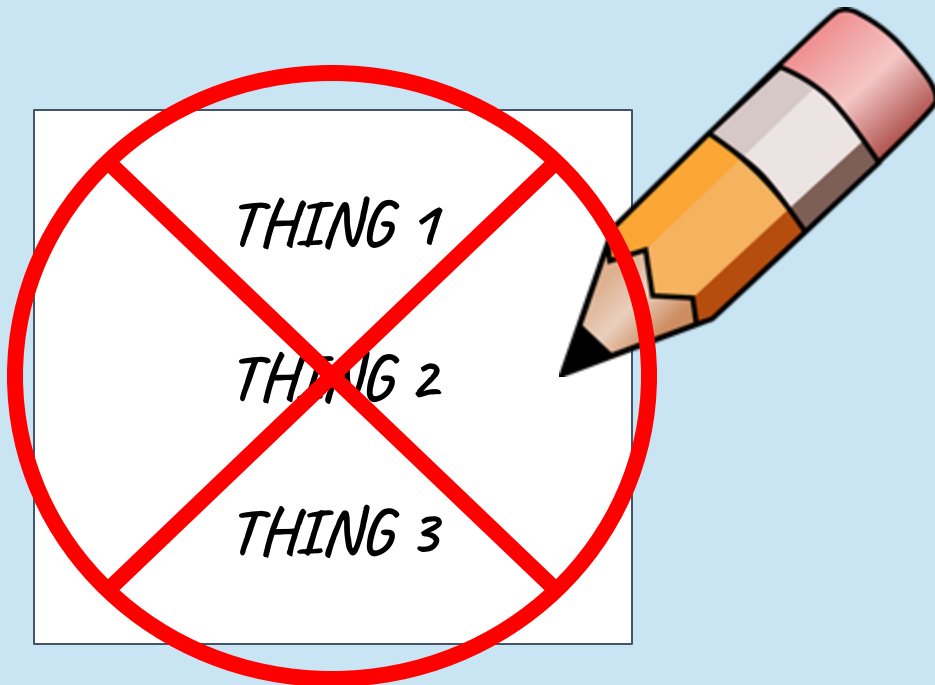
1. Make a box.
2. List the 3 most important things in your life in this box.
3. Do not show anyone.



Activity: Part 2. Breakout Sessions.

Spend 3 minutes talking to each other.

You can NOT talk about your 3 things in this box.



Activity: Reflection.

Some identities are Visible.
Some are Not.

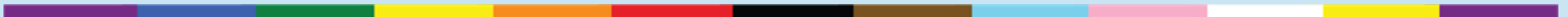
What does it feel like
...to have to leave something
out?
...to not talk about the 3
important things?





“We talk about disparities as if they belong to populations inherently, like we talk about how LGBTQ [people] experience more suicidality, and that is true on its face. But I think sometimes it can unintentionally reinforce this idea that belonging to a population, being a member of a population, or identifying with the population, is the thing that raises our suicide or mental health risk... It is institutionalized discrimination, social stigma, disproportionate experiences of violence and harassment, and a lack of family and community support that are behind those health disparities.”

Key Informant Interview Participant



Health Disparities in the LGBTQIA+ Community

LGBTQIA+ individuals experience significant health disparities across multiple domains compared to their heterosexual and cisgender counterparts. These disparities reflect complex interactions between minority stress, discrimination, and barriers to appropriate care.

Mental Health

2-3x higher rates of depression, anxiety, and suicidality

Preventive Care

Lower rates of cancer screenings and routine healthcare



HIV/STIs

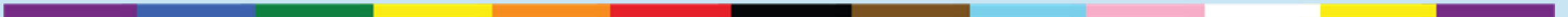
Disproportionate impact, especially among gay and bisexual men and transgender women

Substance Use

Higher rates of tobacco, alcohol, and drug use

Mental & Physical Health Outcomes

- Transgender adults who receive gender-affirming hormone therapy have 44% lower odds of past-year suicidal ideation. (Tordoff et al., JAMA Network Open, 2022)
- Youth receiving gender-affirming hormones report improvements in depression, anxiety, and overall life satisfaction. (Turban et al., Pediatrics, 2020)
- Patients with access to affirming care are more likely to engage consistently in primary and preventive care, improving overall health outcomes.



Patient Perspectives on Gender-Affirming Care at La Clinica

Respectful, Supportive, and Affirming Staff

- “Everyone seems very open minded and caring...”
- “Compared to my last doctor, I feel seen and respected.”
- “All the staff have been great about my gender identity.”
- “I feel welcomed and accepted for who I am and my personal health needs.”
- “They are always very respectful...”

Access to Gender-Affirming Services and Resources

- Hormone education and first-time testosterone shot guidance
- Prescription coordination and care navigation
- LGBTQIA+ Counseling Groups, Education Groups, and resources on gender identity and transitioning

Opportunities for System Improvements

- Intake forms lacking inclusive options for trans partners
- “My legal sex had changed to male. While doing a pre-check in I noticed it said female. When I brought it to the attention of the male receptionist, his response to me was that it matters what is legal...”
- “There have been a few slip ups with assuming pronouns, but nothing malicious...”
- Difficulty making an appointment within 30 days

Coordinating Gender Affirming Care at La Clinica

Infrastructure

Create systems that support affirming care—from forms to workflows.

Direct Services

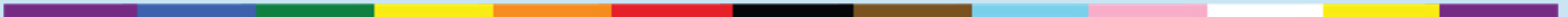
Accessible resources tailored to gender expansive patients.

Community Outreach

Engage trusted partners and reach patients where they are.

Leveraging Staff

Activate champions and integrate affirming care into every role.



Education and Training

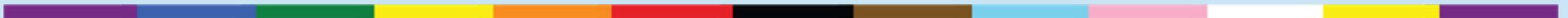
- Cultural agility and gender-affirming care trainings regularly across sites (Finding out what staff “knows they don’t know”)
- Gender Affirming Care Conferences
- 16 providers trained through OHSU’s Pediatric LGBTQIA+ Care series
- Southern Oregon Gender Affirming Care Summit planned during all staff training
- Ongoing “Ask Us Anything About Gender Affirming Care” consultations



Practicing with Pronouns

1. Complete the form on your own, with simple responses to each question.
2. When everyone is done, we will get into groups of three.
3. Exchange papers so you each have a paper that is not your own.
4. There will be a giver, receiver and observer - identify who will receive first.
5. The **giver** will introduce the **receiver** to the **observer** by using the the document:
 - **For the first prompt the giver will use the receiver's correct pronoun:**
 - "This is Danielle, something they enjoy doing in their free time is playing with their dog."
 - **For the second prompt the giver will use the receiver's incorrect pronoun:**
 - This is Danielle, if he could travel anywhere in the world, he would go to Africa. He really wants to go there because he wants to see an elephant in the wild.
 - **For the third one the giver will use the receiver's correct pronoun again:**
 - This is Danielle, if they could have any superpower it would be to grant wishes. The first thing they would do with this super power is help people who are struggling.

NOTE: If you are a receiver that uses all pronouns, the giver gets to practice all of them!



Hello. What are the best name and pronouns for you?

Would you like me to adjust the lighting in here?

Are you comfortable with me sitting next to you or would you like more space while we talk?



Direct Patient Services

- Feedback gathered from patients to guide improvements
- Gender-affirming gear voucher program
- Outreach materials available in English and Spanish at all clinic receptions
- Syringe/pharmacy supplies offered proactively; hormone access provided while awaiting pre-authorization
- Improved student access to pharmacy supplies for affirming and timely care
- Direct outreach to patients when inquiring about our services
- Support group beginning in May 2025

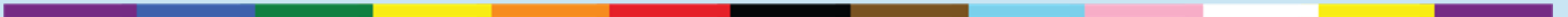


**For everybody
and every body**

Community Outreach

Building Trust and Visibility

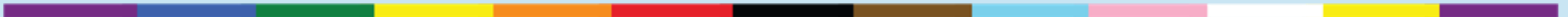
- Gender Affirming Care Advisory Council
- Events, outreach, materials, and hiring information
- Spanish-language outreach materials
- Referral list
- Summit, panels, classes



Infrastructure and Resource Building

Creating Sustainable, Affirming Systems

- Medical Provider Team
- Leveraging providers and staff
- Internal landing page with workflows, guides, and educational content
- Updated restroom and lab signage to reflect inclusivity
- Processes for referrals, letter writing, and pharmacy coordination





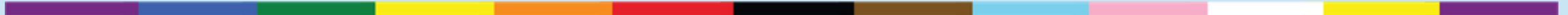
Remember.

Resources

- [Trans Affirming Care Resource List](#)
- [GLAAD Terminology List](#)
- [OHSU Transgender Health Program](#)
- [GAT Updates - OHP \(HB2002 and SOC8\)](#)
- [Gender Affirming Care FAQ](#)
- [OHSU Grand Rounds/Continuing Ed](#)
- [Surgery Guides \(OHSU\)](#)
- [The Gender Affirming Letter Access Project](#)
- [WPATH Standards of Care](#)
- [Movement Advancement Project](#)
- [US Trans Survey](#)
- [& Family Resources \(oregonlgbtqresources.org\)](#)
- [UCLA School of Law Williams Institute: Publications](#)
- [Whitman-Walker Institute \(listserv\)](#)
- [Advocates for Trans Equality \(A4TE\)](#)
- [Basic Rights Oregon](#)
- [Erin Reed "Erin in the Morning"](#)
- [ACLU Know Your Rights Guides](#)
- <https://www.thetrevorproject.org/GA>
- [Status Tracker - Hospital Access](#)
- [Home | Oregon LGBTQ Youth](#)

Miss Major Griffin-Gracy (Born 1940)

Miss Major is Black transgender woman and activist at the forefront of the fight for trans rights. She has faced many hurdles during her life — including homelessness and incarceration — and it's these challenges that fueled her activism. In 2005, Miss Major joined San Francisco-based [Trans Gender Organ and Sex Justice Project \(TGOSJ\)](#) as executive director, to lead the group's efforts advocating for incarcerated trans women.



Thank you!



Questions?

