Primary Care Guidelines For the Care of Gender Non-Conforming Children

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Disclosures

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Learning Objectives

1. Creating a supportive office environment for gender non-conforming youth
2. Define criteria for gender dysphoria and review vocabulary
3. Discuss adolescent case study to review diagnosis and treatment options
4. Review psychological interventions for gender non-conforming children and their families
5. A review of the resources available for gender non-conforming children and their families

Gender Terminology

- Gender/gender identity
- Sex
- Gender expression
- Gender role
- Gender binary
- Transgender
- Gender non-conforming
- Gender fluidity
- Cross dresser/drag queen/drag king
- Sexual orientation

Transgender Issues 2017

- Politics/leg
- Ethics/issues
- Aging
- Travel
- ID Documents
- Employment
- Families
- Health
- Housing
- Anti-Violence

ID Documents
Creating a safe and welcoming clinic environment

- Cultural humility: where one recognizes that their own experience or identities may not project onto the experiences or identities of others
- Staff Training: all staff need training from front to back staff and all providers
- Gender Identity Data: chosen name, chosen pronoun, current gender identity and sex identified on birth certificates

Sexual orientation is who you go to bed “WITH”

Gender identity is who you go to bed “AS”

Gender Identity Data Issues

- Failure to collect and use gender identity data
- Difficulty tracking organ inventories and preventative health needs of the transgender population
- Reduced patient satisfaction due to a failure to use correct names and pronouns
- Many EMR’s are lagging in developing functionality for gender identity data
- Chosen name may differ from given name

Gender Dysphoria in Children

F64.2

A. A marked incongruence between one’s experience/expressed gender and assigned gender, of at least 6 months duration, as manifested by at least 6 of the following:

1. A strong desire to be of the other gender or an insistence that they are the other gender
2. In boys, a strong desire to cross dress or simulate female attire; or in girls a strong preference for masculine clothing and a strong resistance toward female clothing
3. A strong preference for cross-gender roles in make believe or fantasy play
4. A strong preference for toys, games, or activities that are typically used by the other gender
5. A strong preference for playmates of the other gender
6. In boys a strong rejection of typically masculine toys, games, and a strong avoidance of rough and tumble play; in girls a strong rejection of typically feminine toys, games and activities

7. A strong dislike of one’s sexual anatomy
8. A strong desire for the primary or secondary sexual characteristics to match their experienced gender

B. The condition is associated with clinically significant distress or impairment in social, school, or other important areas of functioning

Specify separate diagnosis code if:
• An association with a disorder of sexual development
  E25.0 Congenital Adrenal Hyperplasia
  E34.50 Androgen Insensitivity Syndrome
• Use both codes in billing

Gender Dysphoria in Adolescents and Adults
F64.1

A marked incongruence between one’s experienced/expressed gender and assigned gender, of at least 6 month’s duration, as manifested by at least two of the following:

1. A marked incongruence between one’s experienced/expressed gender and primary and/or secondary sex characteristics (or in young adolescents, than their anticipated sex characteristics)
2. A strong desire to be rid of one’s primary and/or secondary sex characteristics because of a marked incongruence with one’s experienced/expressed gender (in young adolescents, a desire to prevent the development of the anticipated secondary sex characteristics)
3. A strong desire for the primary and/or secondary sex characteristics of the other gender
4. A strong desire to be of the other gender (or some alternative gender different from one’s assigned gender)
5. A strong desire to be treated as the other gender (or some alternative gender different from one’s assigned gender)
6. A strong conviction that one has the typical feelings and reactions of the other gender (or some alternative gender different from one’s assigned gender)

Stigma, lack of knowledge and fear of rejection by family and peers often keep transgender people from coming out as children and teens. Sometimes a transgender person will come out as gay, lesbian, or bisexual before recognizing their gender identity or coming out as their true gender.

The general rule for determining whether a child is transgender (rather than gender non-conforming or gender variant) is if the child is consistent, insistent, and persistent about their transgender identity.

http://www.hrc.org/videos/doctors-speak-out-for-trans-youth

Transgender and the Impact on Primary Care

History
- 1919 Institute of Sexual Research in Germany
- 1930 first orchietomy for Danish natal male for sex change
- 1935 testosterone discovered and synthesized
- 1938 first oral progestin
- 1952 Christine Jorgensen, WW II vet sex reassignment surgery
- 1966 first female to male gender identity clinic at John Hopkins
- 1979 first standards of care established
- 1980 (GnRH) gonadotropin-releasing hormones developed
• In 1988, Dr. Cohen-Kettenis and van Goorzen of the Netherlands published a report of a FTM transgender patient treated with triptorelin (GnRH agonist) starting at age 13

• The Dutch practice use pubertal suppression followed by cross-sex hormones for transgender adolescents

• The treatment method has now been incorporated into the WPATH and The Endocrine Society Standards of Care

2017 in USA
12/31/16 Texas Judge filed injunction to stop law that could force doctors to help with gender transition contrary to their religious beliefs or medical judgment. Joining Texas in the lawsuit were Wisconsin, Kentucky, Nebraska and Kansas, along with the Christian Medical and Dental Association and Franciscan Alliance, an Indiana-based network of religious hospitals. ...just an example of what is to come

Overview of Medical Management

First diagnosis must be made by a mental health professional
1. Prevention of the development of unwanted secondary sex characteristics of the biological sex
2. Promotion of the development of desired secondary sex characteristics of the affirmed gender
3. Reduction of dysorphic feelings
4. Reduction of comorbid depression, anxiety, and suicidality
5. Enhanced ability to “pass” as the affirmed gender with improved quality of life and general functioning

Role of the Nurse Practitioner

1. Creation of shared plan of care between team
2. Primary care and specialty care depending on training and expertise of the practitioner
3. Facilitation of internal and external expression of the child

• Trust your patient
• Don’t blame hormones or puberty, EDUCATE yourself
• Know your patient, listen to their story
• Don’t push birth control, don’t make assumptions of behavior, ask FIRST
• Have a discussion, listen first, explain second
• Respect privacy, ask parent to leave the room

Case Study
Allen

- FTM patient who is currently 18 years old and is a senior this year in a Boston Area boarding school. He first presented to office in 2009 as a 9 yo who recently moved to Florida from Chicago. Mother reported that he was transgender, and that he had thoughts of being male since he was age 2. He had years of ongoing therapy in Chicago, belonged to several support groups with his mother, and had not seen any Endocrine specialists at this point.

Care Plan for Allen

- “Allen” very concerned about getting breasts
- Worried about what will happen during puberty
- Expressed bully concerns at his school
- Referral to Pediatric Endocrine
- Referral to Pediatric Psychology
- Referral to Pediatric Psychiatry
- http://transhealth.ucsf.edu/trans?page=guidelines-youth

Goals for Allen

- Increase his self esteem
- Manage anxiety
- Develop conflict resolution skills
- Address in school issues
- Strengthen bond with family

RESOURCES

www.genderspectrum.org
www.itgetsbetter.org
www.hrc.org
www.mermaidsuk.org.uk
www.transkidspurplerainbow.com
www.Pflag.org
http://transhealth.ucsf.edu/trans?page=protocol-evidence

Trans Youth Equality Foundation: http://www.transyouthequality.org/
Transactive: http://www.transactiveonline.org/index.php
T-House Online: http://www.t-houseonline.com/
TransYouth Family Allies (TYFA): http://www.imatyfa.org/
PFLAG Transgender Network: http://www.pflag.org/transgender
Family and Transgender Issues: http://pflag.org
Transgender Advocates: http://www.transadvocates.org/
Mermaids: http://www.mermaidsuk.org.uk
International Federation for Gender Education (IFGE): http://www.ifge.org/
National Transgender Discrimination Hotline: http://transgender.discrimination.org/
Gender Spectrum: http://www.genderspectrum.org
Gender Creative Kids: http://gendercreativekids.ca/
Genderfork: http://genderfork.com/
National Center for Transgender Equality: http://www.transgenderequality.org/
The Trevor Project: http://www.thetrevorproject.org/
Gender Creative Kids: http://gendercreativekids.ca/
The 30 Best Colleges for LGBT Students: https://www.collegeplanner.com/top30colleges-lgbt
Trans Parents: http://www.trans-parenting.com/
References


Transgender Resource List

Trans Youth Equality Foundation: http://www.transyouthequality.org/

TransActive: http://www.transactiveonline.org/index.php

T-House Online: http://www.t-houseonline.com/

TransYouth Family Allies (TYFA): http://www.imatyfa.org/

PFLAG Transgender Network: https://www.pflag.org/transgender

True Colours: https://truecolorsfund.org/

Parents and Friends of Lesbians and Gays (PFLAG): https://www.pflag.org

TransFamily of Cleveland: http://www.transfamily.org/

Mermaids: http://www.mermaidsuk.org.uk/

International Federation for Gender Education (IFGE): http://www.ifge.org/

National Transgender Law Institute: http://www.transgenderlaw.org/

Gender Odyssey Family: http://www.genderodysseyfamily.org/

Gender Spectrum: https://www.genderspectrum.org/

Genderfork: http://genderfork.com/


National Center for Transgender Equality: http://www.transexuality.org/

The Trevor Project: http://www.thetrevorproject.org/

Gender Creative Kids: http://gendercreativekids.ca/


The 30 Best Colleges for LGBT Students: https://www.campuspride.org/campuspride2016top30/

Affordable Colleges LGBTQ Student Guide: http://www.affordablecollegesonline.org/lgbtq-college-student-guide/

Trans-Parenting: http://www.trans-parenting.com/