



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

350 New Campus Drive
Brockport, New York 14420
585-395-2586 * 585-395-2246 (fax)
senate@brockport.edu
brockport.edu/collegesenate

Resolution #38 2016-2017
College Senate

Supersedes Res #: _____



TO: Dr. Heidi Macpherson, College President
FROM: The College Senate: 05/01/17
RE: → I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **Resolution to Endorse the UFS Resolution on Transgender Health Care Education (#80_16-17EC)**

Signed: [Signature] Date: 6 / 19 / 2017
(Sharon Lubkemann Allen, 2016-17 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dr. Sharon Lubkemann Allen, College Senate President
FROM: Dr. Heidi Macpherson, College President
RE: → I. Decision and Action Taken on Formal Resolution (circle choice)
a. Accepted - Implementation Effective Date**: Immediately
**Implementation of resolution requires final approval from SUNY- State Education Department. YES NO
Signed: [Signature] Date: 6/14/17
(Dr. Eileen Daniel, Vice Provost, The College at Brockport)

b. Deferred for discussion with the Faculty Senate on ___/___/___
c. Unacceptable for the reasons contained in the attached explanation

First meeting of the year

II, III. Response to Recommendation or Other/FYI
a. Received and acknowledged ___/___/___
b. Comment:

Signed: [Signature] Date: 7/24/17
(Dr. Heidi Macpherson, President, The College at Brockport)

DISTRIBUTION:
Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

Routing Number <i>Routing # assigned by Senate Office 2014-2015</i>	80_16-17EC <i>Use routing number and title in all reference to this proposal.</i>
This Proposal Replaces Resolution	

INSTRUCTIONS

- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphro@brockport.edu in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Use a course number and/or title, indicate if for GED code, etc.*

Resolution to Endorse and Engage in the Implementation of the University Faculty Senate
Resolution to Create Transgender Health Care Education at SUNY Campuses

2. **BRIEF DESCRIPTION OF PROPOSAL:**

This resolution endorses the University Faculty Senate Resolution to Create Transgender Health Care Education at SUNY Campuses and encourages the College to engage actively in the implementation of the resolution through the investigation and introduction of relevant coursework and clinical practice within our healthcare curriculum

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?** ___ NO ___ YES **EXPLAIN YES**

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

n/a

5. **HOW WILL THIS AFFECT TRANSFER STUDENTS:**

n/a

6. **ANTICIPATED EFFECTIVE DATE:**

Immediately

7. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
3/24/2017			

8. **SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Dr. Sharon Lubkemann Allen, College Senate President	College Senate Executive Committee	585.395.2586 585.395.5828	Senate@brockport.edu SenPrez@brockport.edu

9. **COMMITTEES: (Senate office use only)**

Standing Committee	Forwarded To	Dates Forwarded
<input checked="" type="checkbox"/> Executive Committee	Standing Committee	3/24/17
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	3/27/17
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	4/24/17, 5/1/17
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	6/14/17
<input type="checkbox"/> Graduate Curriculum & Policies	College President	7/24/17
<input type="checkbox"/> Student Policies	OTHER	
<input type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

Resolution #38

**Resolution to Endorse and Engage in the Implementation of
the University Faculty Senate Resolution
to Create Transgender Health Care Education at SUNY Campuses**

WHEREAS The College at Brockport has robust and growing programs in health care education, including instruction within Nursing and Public Health and Health Education specifically related to promoting effective care of transgender patients in courses such as Human Sexuality, Developmental Assessment, Pharmacology, Foundations for Professional Nursing, Childbearing Family and Women’s Health, Pediatric Nursing, and Epidemiology; and

WHEREAS The College at Brockport has been actively investigating the development of a local health clinic in order to leverage the expertise and experience in health care at the College to meet the needs of its community; and

WHEREAS the new SUNY Chief Officer for Academic Health Dr. Ricardo Azziz denoted at the recent 2017 Winter Plenary of the University Faculty Senate his commitment to developing health care education programs at SUNY’s comprehensive colleges, promoting innovative training for health care professionals with significant regional impact; and

WHEREAS Dr. Azziz further attested to extensive experience with and deep commitment to developing transgender health care education in particular; and

WHEREAS The College at Brockport has a long tradition of innovative educational and co-curricular programs dedicated to marginalized populations, including a thriving major and minor in Women and Gender Studies with coursework dedicated to transgender studies as a part of sex and sexualities knowledge, Inclusive Childhood and Adolescent Education, Camp Abilities, all of which will serve transgender healthcare educational programming; and

WHEREAS The College at Brockport has a deep and growing commitment to cultivating diversity, equity, and inclusion within the College curriculum, exceptionally requiring General Education courses concerned with Diversity as well as Women and Gender Studies and directly addressing transgender concerns in courses such as LGBTQ Culture (WMS/ANT 365), Sex and Culture (WMS 360), Global Perspectives on Women and Gender (WMS 330), Sociology of Sexualities (SOC/WMS 369); and

WHEREAS The College at Brockport has a growing population of transgender faculty, staff, students and alumni, and recognizes the growth of the transgender population within the region, beyond the bounds of the College; and

WHEREAS faculty and staff at the College have recognized the very limited resources available locally (in Western Monroe County and neighboring counties west of Rochester) to the transgender population; and

WHEREAS faculty at the College also attest to scholarship denoting the disparaging health disparities suffered by the LGBTQ community; and

WHEREAS The College at Brockport, has declared in its “Better Community Statement,” endorsed by the College Senate, Student Assembly, College Administration, as well as many individual faculty, staff, students and alumni, its commitment to “respect the dignity of all persons” and “the rights of all members of the community, regardless of race, ethnicity, national origin, religion, age, gender, sexual orientation, medical condition, disability or socioeconomic status”; and

WHEREAS The College at Brockport has further denoted in its “Better Community Statement” its dedication “to principles that foster integrity, civility, and justice,” committing “as citizens of a broad and pluralist society,” to “encourage those of all cultures, orientations and backgrounds to educate, understand, and respect one another in a safe environment,”

Therefore, **BE IT RESOVED** that the College Senate endorses the following University Faculty Senate Resolution to Create Transgender Health Care Education at SUNY Campuses,

And **BE IT FURTHER RESOLVED** that the College Senate encourages College administration, faculty, and staff to invest time and financial resources in the investigation of and implementation of the Resolution within relevant programs at The College at Brockport.

**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,

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

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 (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>



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Department of Nursing

April 18, 2017

To Whom It May Concern:

A resolution for a College Senate endorsement of the UFS Resolution to Create Transgender Health Care Education across SUNY Campuses has been created. This letter is to provide support for this resolution as well as providing needed information regarding where transgender health care is taught/discussed within both the traditional nursing and the RN to BSN programs.

The Professional Registered Nurse has many responsibilities when taking care of patients in the health care system. In fact, the American Nurses Association (ANA) lists the following as such responsibilities:

- Perform physical exams and health histories
- Provide health promotion, counseling and education
- Administer medications, wound care, and numerous other personalized interventions
- Interpret patient information and make critical decisions about needed actions
- Coordinate care, in collaboration with a wide array of healthcare professionals
- Direct and supervise care delivered by other healthcare personnel like LPNs and nurse aides
- Conduct research in support of improved practice and patient outcomes

Nurses care for all patients – individuals, families and communities - regardless of age, sexual orientation, gender assignment, socioeconomic status, religious affiliation, and political party. The Bachelor of Science in Nursing graduates from The College at Brockport are well prepared to care for all people. The following are courses where content is taught specifically related to the care of transgender patients.

PRO 204 Developmental Assessment (prerequisite for the nursing program but many other students on campus complete this course): Introduction of developmental issues for LGBT individuals when covering adolescence and adulthood.

NUR 321 Pharmacology (required course in both the traditional and RN to BSN programs): Hormone medications needed for gender reassignment.

NUR 344/345 Physical Assessment and Physical Assessment Clinical (required course in both the traditional and RN to BSN programs): Gender identity is included in obtaining health history from

patients; appropriate physical assessment of abdomen and genitourinary systems with transgender patients.

NUR 346: Foundations for Professional Nursing Practice Health (required course in the traditional nursing program): Discussion of issues facing the LGBTQ community, how to address people of this community, and roleplaying various scenarios practicing therapeutic communication.

NUR 348 Childbearing Family and Women's Health (required course in the traditional nursing program): Caring and health care concerns for LGBTQ women regarding GYN and childbirth needs.

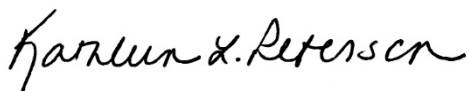
NUR 349 Childbearing Family and Women's Health Clinical Health (required course in the traditional nursing program): Students also have been involved either indirectly with transgender patients through discussions or hands on care.

NUR 446 Pediatric Nursing (required course in the traditional nursing program): Ambiguous genitalia [a birth defect where the outer genitals do not have the typical appearance of either a boy or a girl] with appropriate gender assignment is discussed with the use of case studies and roleplay of communication with parents.

NUR 471 Epidemiology (required course in the RN to BSN program) Evolving case study where students almost always make an assumption that exhibits heterosexual bias and then discuss how it can impact the care they would provide vs. the care that is needed. LGBTQ issues within vulnerable populations and health disparities in this population are also discussed. In the discussion of sexually transmitted infections, sexual orientation, how to ask uncomfortable questions, how to assess our own bias, and the risks associated with specific sexual behavior including all orientations are all discussed.

The nursing faculty review all courses for evidence based best practices at least annually. This faculty would be open to adjusting content regarding transgender health care if this needs to be covered more thoroughly than already done.

Sincerely,

A handwritten signature in black ink that reads "Kathleen Peterson". The signature is written in a cursive, flowing style.

Kathleen Peterson, PhD, RN, PCPNP-BC
Chair and Professor



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Department of Public Health & Health Education

April 20, 2017

To Whom It May Concern:

The Department of Public Health & Health Education supports the resolution endorsing the UFS Resolution to Create Transgender Health Care Education across SUNY Campuses. Education and training of healthcare providers as well as public health professionals in transgender health issues is imperative to reducing the health disparities suffered by the LGBT community.

Transgender populations, in particular, suffer in greater proportions from HIV and sexually transmitted infections as well as mental health issues and suicide, and they are less likely to have health insurance than heterosexuals and LGB populations. As a group, LGBT populations have the highest rates of tobacco, alcohol and other drug use.¹

In order to begin improving the health status of transgender individuals, healthcare providers must have training in culturally competent care and skills for effectively enhancing the patient-provider exchange. Additionally, healthcare and public health professionals must be educated regarding the social determinants and physical environments that influence the health of transgender populations, as well as strategies that will support improvements in transgender health. When the medical and public health professionals that interact with the transgender population are well trained, transgender health concerns will be addressed and disparities will be reduced. Ultimately, the benefits will be a “reduction in disease transmission and progression, increased mental and physical well-being, reduced healthcare costs, and increased longevity.”¹

The Department of Public Health & Health Education currently covers disparities in transgender health status as well as challenges faced by transgender individuals in classes such as Human

Sexuality and HIV/AIDS. The Department is also investigating the development of a patient-provider communication certificate program for current and future healthcare providers.

In closing, transgender health disparities are a growing concern and it is of utmost importance that future healthcare and public health professionals understand and are well prepared to navigate the complicated healthcare, social, and physical environments that determine the health outcomes of this population.

Sincerely,

A handwritten signature in black ink that reads "Jennifer R Boyle". The signature is written in a cursive style.

Jennifer R. Boyle, Ph.D., M.S.

Chair & Associate Professor

(p) 585.395.2764

jboyle@brockport.edu

¹ Healthy People 2020 [Internet]. Washington, DC: U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion [cited April 20, 2017]. Available from: [<https://www.healthypeople.gov/2020/topics-objectives/topic/lesbian-gay-bisexual-and-transgender-health>].



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Women and Gender Studies Program

April 25, 2017

Dear College Senate President Allen:

The Women and Gender Studies Program at The College at Brockport strongly sanctions the resolution endorsing the UFS Resolution to Create Transgender Health Care Education across SUNY Campuses. This resolution is timely and important to our higher education learning goals and objectives.

The Women and Gender Studies curriculum is invested in teaching about sex and gender knowledge including study of and research about transgender identity. Our Women and Gender coursework, serving the General Education Program and the Women and Gender Studies major and minor, is poised to help implement this resolution. Women and Gender Studies as a discipline has long been investigating the intersections of sex, gender, and sexualities as dimensions of social identity, and as considered at local, national, and transnational levels. We recognize this knowledge as central in its support of transgender identity, and more so, as essential to providing Brockport students with education that prepares them to interact with and work in a diverse world.

On behalf of Women and Gender Studies at Brockport, and in support of transgender equality and inclusion across SUNY Campuses and beyond, thank you for your efforts on this important resolution and the educational outcomes it will foster.

Barbara LeSavoy, PhD

Director, Women and Gender Studies



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

April 26, 2017

To Whom It May Concern:

The Office of Diversity and Inclusion supports the resolution endorsing the UFS Resolution to Create Transgender Health Care Education across SUNY Campuses. Education and training of healthcare providers as well as public health professionals in transgender health issues is imperative to reducing the health disparities suffered by the LGBT community. There are a number of health issues that affect transgender populations disproportionately such as HIV and sexually transmitted infections as well as mental illness and suicide, and they are less likely to have health insurance than heterosexuals and LGB population or cisgender populations.

In order to improve not only the health status of transgender individuals, but their feeling of being legitimate recognized members of society, whose experiences matter, healthcare providers must have training in culturally competent care and skills for effectively enhancing the patient- provider exchange. The Office of Diversity and Inclusion supports all professional trainings that expand access to healthcare and other public and social services, and increase the level of respectful and effective communication between providers and patients. When peers and professionals that interact with the trans* people are well trained, more transgender health concerns will be addressed, the needs of more trans* people will be recognized, and disparities will be reduced in both physical and mental health.

A system of cisnormativity has created disparities in healthcare that must be actively addressed. The Office of Diversity and Inclusion supports this initiative without reservation.

Sincerely,

Milo Obourn

Interim Assistant Provost for Diversity, The College at Brockport