

Integrated mental health care for transgender, non-binary, two-spirited, and gender-diverse people across the lifespan.



Department of Psychiatry  
Gender Care Symposium 2026

FEBRUARY 3, 4, 5, 6, 2026

8:30 A.M. TO 12:30 P.M.

Presented virtually on Zoom



# Gender Care Symposium 2026 Schedule \*

## February 03, 2026

8:30-9:00 Symposium opens on Zoom

9:00-9:05 Trans\*Health Basics Welcome

**S Zinck**

9:05-9:45 Gender dysphoria 101

**S Zinck**

9:45-10.00 Question and Answer Period

10:00-10:15 Break

10:15-11:00 Trans\* voices panel & video on health care

**Youth & Parents; R Bartlett**

11:00-11:15 Question and Answer Period

11:15-11:30 Break

11:30-12:15 Advocating for youth at schools, camps and community activities:  
resources and approaches

**The Youth Project; C Sweeney and C Upton**

12:15-12:30 Question and Answer Period

# Gender Care Symposium 2026 Schedule \*

## February 04, 2026

8:30-8:45 Symposium opens on Zoom

8:45-9:30 Supporting families and partnership in gender affirming care

**AM Joyce, J. Davis and A. Kroon- Canning**

9:30-9:45 Question and Answer Period

9:45-10:00 Break

10:00-11:00 Gender Dysphoria Myths and Controversies: a look at the Cass Review Systematic Reviews

**S Zinck**

11:00-11:15 Question and Answer Period

11:15-11:30 Break

11:30-12:15 Endocrinological/Hormones treatment update for MH clinicians, pediatricians and primary care physicians

**A Mokashi**

12:15-12:30 Question and Answer Period

# Gender Care Symposium 2026 Schedule \*

## February 05, 2026

8:30-8:45 Symposium opens on Zoom // Advanced Mental Health Concepts Welcome  
**S Zinck**

8.45-9:45 Psychotherapeutic approaches for managing body dysphoria, disordered eating and imposter syndrome  
**S Zinck, AM Joyce and R Bartlett**

9.45-10:00 Question and Answer Period

10:00-10.15 Break

10:15-11:00 Indigenous Gender Concepts: Understanding Two Spirit Health care  
**M Denny**

11:00 –11.15 Question and Answer Period

11:15-11:30 Break

11:30-12:15 Gender identity and autism: common presentations and a guideline for providing treatment  
**S Zinck and AM Joyce**

12:15-12:30 Question and Answer Period

# Gender Care Symposium 2026 Schedule \*

## February 06, 2026

8:30-8:45 Symposium opens on Zoom

8:45-9:45 Surgical assessment of transgender teens and adults

**M Lee**

9:45-10:00 Question and Answer Period

10:00-10:15 Break

10:15-11:00 Clinician panel Q&A: How to write referral letters with samples

**J Davis**

11:15 -11:30 Question & Answer Period

11:30-11:45 Break

11:45-12:00 Peer supervision network: how it works and why to join

**S Zinck and R Bartlett**

12:00-12:25 Question and Answer Period

**S Zinck and R Bartlett**

12:25-12:30 Wrap-Up

**S Zinck**

# **Speaker Information**

## *Speakers*

### **Robert Bartlett**

MSW, Clinician therapist, School Mental Health

### **Julien Davis**

MSW, RSW, Advanced Practice Leader; Gender Affirming Care, PCTEL, WPATH GEI SOC8 Certified member

### **Alexa Kroon-Canning**

MSW, Social worker, Halifax Community Mental Health

### **Mykel Denny**

*Gender and sexual wellness navigator* - Wabanaki Two-Spirit Alliance

### **Ann Marie Joyce**

PhD, Psychologist, IWK Health Centre

### **Matthew Lee**

Family Physician, NSHA

### **Arati Mokashi**

MD, FRCPC, Pediatric Endocrinologist, IWK Health Centre & Associate Professor, Department of Pediatrics, Dalhousie University

### **Cynthia Sweeney**

Consultant/Lead Inclusion Educator, Simply Good Form

### **Cameron Upton**

MACP, CCC, RCT-C Education and GSA Coordinator with the Youth Project

### **Suzanne Zinck**

MD, FRCPC, Child and Adolescent Psychiatrist, IWK Health Centre & Assistant Professor, Department of Psychiatry, Dalhousie University

# Learning Objectives

## ***Symposium Objectives (CanMeds Roles)***

After this program, participants will be able to:

1. list the terminology and spectrum of gender expression (Communicator, Health Advocate)
2. describe the criteria for psychosocial assessment involved in diagnosis of gender dysphoria (Medical Expert)
3. describe the time course of gender variance and dysphoria (Medical Expert)
4. identify local resources and supports for youth and families, advocacy resources for clinicians and educators and the evidence for treating gender-creative and transgender youth and families (Health Advocate, Collaborator)
5. practice the components of informed consent for hormone and surgical treatments (Communicator, Collaborator, Medical Expert)
6. distinguish the differences in social determinants of Health and implement traditional Wabanaki medicine into primary care (Collaborator, Communicator, Health Advocate)
7. summarize what the prevalence of gender incongruence is in general population (Medical Expert)
8. demonstrate how to write referral letters for hormone and surgical treatments (Communicator)
9. review key recommendations for providing gender affirming, trans-inclusive healthcare services, with themes drawn from the existing research on best practices and cultural competency for working with trans populations (Medical Expert)
10. use the referral path to services for these youth in N.S. (Communicator, Health Advocate)

### ***Individual Talk Learning Objectives (CanMeds Roles)***

*At the end of this talk, you will be able to:*

#### ***Gender dysphoria 101***

**S. Zinck**

1. Describe the origins and effects of gender attitudes on youth's well-being & dysphoria (Health Advocate)
2. Cite the terminology of gender expression (Communicator)
3. Recognize criteria for a diagnosis of gender dysphoria (Medical Expert)
4. Identify some common presentations of gender dysphoria (Medical Expert)

#### ***Trans\*voices panel & video on health care***

**R. Bartlett; Youth & Parents**

1. Recognize the time course of gender variance and dysphoria (Medical Expert)
2. Interpret the evidence for treating gender-creative and transgender youth and their families (Medical Expert)
3. Distinguish examples and tangible information of what was NOT HELPFUL in their gender care journey from helping care professionals (Collaborator)

#### ***Advocating for youth at schools, camps and community activities: resources and approaches***

**C. Sweeney, C. Upton; The Youth Project**

1. Choose among local resources and supports for youth & families in community (Health Advocate)
2. Engage with first-voice experiences from community members and organizations about their advocacy work and resources for clinicians and educators (Health Advocate, Collaborator)

3. Apply effective skills and tools to use to help advocate for youth at school, camps and community activities (Health Advocate, Collaborator, Communicator)

4. Practice using services because they cannot be "all things to all people" (Health Advocate)

***Supporting families in gender affirming care***

**AM Joyce, J Davis, A Kroon Canning**

1. identify ways to create a safe space for families and partners to express their emotional responses, and when further intervention is needed (Medical Expert)

2. Describe effective interventions for families and partners (Medical Expert)

3. Explain how to support families and partners navigating gender affirming medical care and direct them to relevant and reliable resources (Collaborator, Communicator)

**Gender Dysphoria Myths and Controversies: a look at the Cass Review Systematic Reviews**

**S. Zinck**

1. Recognize controversies about transition services for trans and non-binary youth (Health Advocate, Scholar)

2. Identify the application of the 'Rule Out Bias in Systematic Reviews' -ROBIS- tool (Scholar)

3. Discuss the risk of bias in one set of influential international systematic reviews that assess the outcomes of four main transition services for youth (Scholar, Communicator)

4. List the main recommendations for clinical practice currently (Medical Expert)

***Endocrinological/Hormones treatment update for MH clinicians, pediatricians and primary care physicians***

**A. Mokashi**

1. Describe the eligibility for medical transition and the referral path to hormone therapy. (Medical Expert)
2. Identify practical ways a primary care clinician can take to support TGD youth while awaiting consultation. (Health Advocate, Collaborator)
3. Compare options for hormone therapy, their common side effects and typical monitoring required (Medical Expert)

***Psychotherapeutic approaches for managing body dysphoria, disordered eating and imposter syndrome***

**S. Zinck, AM Joyce, R Barlett**

1. Describe common presentations of body dysphoria, disordered eating and imposter syndrome among trans and gender-diverse youth (Medical Expert)
2. Use evidence-based therapeutic approaches (Medical Expert)
3. Apply the evidence for treating gender-creative and transgender youth and their families (Scholar)

***Indigenous Gender Concepts: Understanding Two Spirit Health Care***

**M.Denny**

1. Identify the gaps in accessibility to gender affirming care (Health Advocate)
2. Distinguish the differences in Social Determinants of health for 2S Trans/Non- Binary individuals (Health Advocate)
3. Weave traditional Wabanaki medicine into primary care. Knowledge sharing with 2S Trans/Non-Binary youth (Communicator, Collaborator, Health Advocate)

***Gender identity and autism: common presentations and a guideline for providing treatment***

**AM. Joyce, S. Zinck**

1. Estimate the prevalence of gender incongruence/dysphoria in the general population (Scholar)
2. Through discussion of cases you will recognize:
  - How might gender diversity present in a youth with ASD? (Medical Expert)
  - What are important factors to consider in treatment? (Medical Expert)
3. With a focus on informed consent and capacity, differentiate:
  - What are the needs of the family? (Communicator, Collaborator)
  - What do the clinical practice guidelines say? (Scholar)
  - What do youth and families say? (Communicator, Collaborator)

***Surgical assessments of transgender teens and adults***

**M. Lee**

1. Name the surgical treatments and post-surgery mental health outcomes (Medical Expert)
2. Use the referral path to funding and services for gender-diverse youth (Communicator, Collaborator, Health Advocate)
3. Employ the components of informed consent for surgical treatments (Medical Expert)

***Clinical panel Q&A: How to write referral letters with samples***

**J. Davis**

1. Demonstrate how to write referral letters for puberty blockers and gender affirming hormone treatments (Communicator, Collaborator)
2. Demonstrate how to write referral letters to accompany gender affirming surgical appointments (Collaborator, Communicator)
3. Employ various examples of formats to use for referral letters (Collaborator, Communicator)

***Peer supervision network and how to join***

**R. Bartlett, S. Zinck**

1. Recognize the available peer supervision network (Collaborator)
2. Apply the membership criteria for participating (Collaborator)
3. Indicate how to sign up and schedule (Collaborator)

## **Gender Care Symposium 2026**

*Planning Committee*

**Suzanne Zinck, MD, FRCPC (Chair)**

**Robert Bartlett, MSW**

**Julien Davis, MSW, RSW**

**Ann Marie Joyce, PhD, Psychologist**

**Arati Mokashi, MD, FRCPC, Pediatric Endocrinologist**

**Spencer Sam, MSW**

**Debi Follett, Administrative Assistant**

**Supriya D'Penha, Administrative Manager**