

PACIFIC NORTHWEST SOCIAL SCIENTISTS, LLC

Continuing Education Provider
Suicide Prevention Specialists
www.pnwsocialscientists.com

LGBTQIA+ CULTURAL COMPETENCE

SYLLABUS

3-hour Online Training
3 Continuing Education Credits
\$29.99

Click on the link below to access the class:

<https://pnwsocialscientists.com/?sfwd-courses=lgbtqia-cultural-competency>

Target Audience: Licensed professionals

Goals & Objectives

By the end of this session: Participants should feel confident with gender-affirming terminology, gain a deeper comprehension, appreciation, and humility for the complexities of the LGBTQIA+ umbrella (Helgeson, 2020), learn how to create an LGBTQIA+ Affirming Clinic, and to identify suicidal-ideation risks associated with gender identity and being a member of a marginalized community. Participants should also comprehend military culture from the LGBTQIA+ perspective.

LGBTQ Objective 1: A psychological perspective biology+psychology+social (bio/psycho/social) to contemporary LGBTQIA+ issues is presented. Participants will learn the complex issues involving gender identity and suicidal ideation. Knowledge of common issues will be measured by a quiz requiring 80% or higher.

LGBTQ Objective 2: Each participant will master gender-affirming terminology and the impact this knowledge carries, enabling them to more effectively communicate with clientele and avoid unintended microaggressions. Terminology definitions will be tested in a quiz requiring 80% or higher.

LGBTQ Objective 3: A deeper comprehension of how babies form in utero will be presented. The five layers of biological sex (DNA, chromosomes, hormones, internal genitalia, and external genitalia) simplifies how and why there are more than two common human sex variations in nature. A quiz testing participants' comprehension requires 80% or higher.

LGBTQ Objective 4: Participants will glean knowledge regarding the societal impacts that stigma have on daily life that leads to suicidal ideation. LGBTQIA+-affirming posters, materials, in-take questionnaires will be presented and provided to participants to incorporate into their clinical settings. This information will secure long-term usage of knowledge and principles learned in Objectives 1-3. Mental Health resources (suicide prevention, book recommendations, websites, state and federal laws, and clinic posters) will be provided. This knowledge will be measured by a quiz presenting specific situations requiring 80% or higher.

Agenda

The videos total 3 hours of recorded presentation and are used to calculate CE credit hours. Quizzes, self-guided practices, and evaluations are not included in the CE credit hours. The participant will work through learning sessions in sequential order.

Session 1: 14:39 minutes

Session 2: 26:29 minutes

Session 3: 49:15 minutes

Session 4: 61:52 minutes

Session 5: 23:37 minutes

Session 6: 5:50 minutes

180:02 Total minutes (3 hours)

1. INTRODUCTION TO GENDER: (14:39 minutes)
 - a. Session 1: Video 1: Introduction PowerPoint
 - b. Objectives: 1, 2, 3
 - c. QUIZ 1: 4 Questions
2. TERMINOLOGY: (26:29 minutes)
 - a. Session 2: Video 2: Terminology PowerPoint
 - b. Objectives: 1, 2
 - c. QUIZ 2: 5 Questions
3. LGBTQIA+ Concepts: (49:15 minutes)
 - a. Session 3: Video 3: Concepts PowerPoint
 - b. Objectives: 1, 2, 3
 - c. QUIZ 3: 5 Questions
4. SEX RELATED COMPARISONS (GETTING INTO THE SCIENCE) (1:01:52 minutes)
 - a. Session 4: Video 4: Sex Comparisons (Getting into the Science) PowerPoint
 - b. Objectives: 1, 2, 3, 5
 - c. QUIZ 4: 3 Questions
5. LGBTQ Veterans (23:37 minutes)
 - a. Session 5: Video 5: Veterans PowerPoint
 - b. Objectives: 3, 4, 5
 - c. QUIZ 5: 6 Questions (This quiz is designed as a self-guided practice. Use the VA Operation SAVE-Means Restriction document located in your Veterans Materials to answer the quiz questions.)
6. HOW TO CREATE A GENDER-AFFIRMING CLINIC (5:50 minutes)
 - a. Session 6: Video 6: Clinic PowerPoint
 - b. Objective 4
 - c. QUIZ 6: 3 Questions
7. Evaluation Questions
 - a. Class
 - b. Presenter
 - c. Objectives

LGBTQIA+ Cultural Competence Training

- d. Overall feedback (Unlimited space for feedback.)
8. Download Certificate of Completion for 3 CE Hours

Curriculum Plan

Upon purchase of the curriculum, participants will obtain access to Pacific Northwest Social Scientists (PNWSS) online Learning Management Software system (LMS) uniquely developed and designed for this training.

Each session begins with a video-recorded presentation (Closed Captioning available). After the presentation, the participant must take a True/False and Multiple-Choice quiz designed to reinforce knowledge and skills acquired during that section. Some of the sections include self-guided exercises for the participant to complete prior to moving on to the next section.

A minimum grade of 80% to pass the quizzes and self-guided exercises is required. Retakes are allowed until a passing grade is achieved. Upon passing the quiz or exercise, the next session will become accessible until all 6 session quizzes are passed with an 80% or better. After the participant completes the entire course, they will receive the option to download a PDF version of their CEU *Certificate of Completion*. PNWSS will retain a copy for six years in the event of auditing.

***Note:** The user will have the ability to leave in the middle of a session and return later. The user will also have multiple chances to achieve a passing grade within each session.*

SESSION DESCRIPTION

LGBTQIA+ Cultural Competence

This web-based training does not provide opportunities for interaction between participants. However, upon completion of this training, participants will more effectively collaborate with traditional health workers (THWs), qualified/certified health care interpreters, providers, and other types of healers. (Ex: American Indian/Alaska Natives referenced in LGBTQIA+ Veterans presentation). Many clients are currently apprehensive of engaging with providers and healers that are not within the LGBTQIA+ spectrum, because of inherent biases and unintended micro-aggressions. The "see something/say something" is one way participants can instantly become an ally when collaborating with health workers. In addition many health workers are part of the LGBTQIA+ umbrella and for participants working with individuals across the spectrum, utilizing appropriate terminology is paramount.

The following topics are included in this presentation:

1. Gender from a social perspective (masculinity v femininity) (Helgeson, 2020),
2. Suicide risk and protective factors among LGBTQIA+ communities
(<https://www.thetrevorproject.org/>),
3. Suicide prevention from a research perspective (intersectionality) (Helgeson, 2020),

LGBTQIA+ Cultural Competence Training

4. Human biology from 3-weeks en utero (in uterus) – through adolescence, including hormones, ambiguous genitalia, sexual transitioning, and Intersex (Kalat, 2023), and
5. Resources on how to be a good ally and how to create an LGBTQ-welcoming office space for clients or patients <https://www.hrc.org/>.

Veterans Populations

This session is specific to LGBTQIA+ Veterans and suicide. The following content includes population-specific data, risk and protective factors and intervention strategies. The following learning objectives will be covered:

1. Cultural Considerations—Brief Overview of Military Culture
2. Suicide Data (3 minutes)
3. VA Operation S.A.V.E. & Means Reduction (12-minutes)
4. Resources (5 minutes)
 - a. Mental Health Services, i.e.
 - b. Veterans Crisis Line/Chat/Text a clinician can immediately access
5. Self-guided exercises using the S.A.V.E. materials will be included in this section.

RESEARCH AND DATA COMPILATION

We will track all aspects of this program through an online Learning Management Software (LMS) that has been added onto the business website. A detailed registration form is required upon purchase. The LMS database tracking software will enable us to collect the following data:

Participant Demographics

- Name [fill-in-the-blank]
- Email Address [fill-in-the-blank]

Participant Activity

- Date of Completion
- No. of Times to Complete Quizzes
- Scores for each quiz
- Cumulative scores

Privacy Policy

We've integrated a new powerful learning management system (LMS) into our Wordpress website—[LearnDash LMS](#). When you purchase a class through our website, all of the activity is managed through this LMS add-on.

[LearnDash Privacy Policy](#)

Pacific Northwest Social Scientists and the associated Learning Management System software, LearnDash privacy policies can be found by clicking [here](#).

BY USING OUR LEARNING MANAGEMENT SYSTEM TO COMPLETE COURSES, YOU AGREE TO BE BOUND BY THIS PRIVACY POLICY. IF YOU DO NOT AGREE WITH ANY OF THE TERMS OF THIS POLICY, PLEASE DO NOT USE OUR SERVICES OR PROVIDE US WITH YOUR INFORMATION.

SCOPE OF POLICY

This privacy policy applies to how we collect, use, and disclose information from the following individuals:

- Customers – individuals who purchase or otherwise use our Services.
- Event/Marketing Participants – individuals who provide their information to us when they register for our webinars, subscribe to marketing material, participate in surveys or contests, or attend our other events.

INFORMATION WE COLLECT

Customers. We ask for your information, which may include your name, email address, physical address, and credit card information, to enable us to create an account for you and provide you our Services. By providing us with this information, you represent that you own and consent to our use of such personal information. When you use our Services, we may automatically collect information about how and where the Services are used, including but not limited to geolocation data, versioning, site health information, configuration settings, and reporting (collectively, “Usage Data”). You understand that this Usage Data may include limited personal information, and therefore you represent and warrant that if you opt in to the collection of this Usage Data, you have made all necessary disclosures for the collection of Usage Data.

Event/Marketing Participants. We may ask for your name, email address, physical address, and phone number to enable you to participate in events, surveys, contests, or to subscribe to marketing materials. Such participation is voluntary and you may choose whether or not to participate and therefore disclose this personal information.

HOW WE USE YOUR INFORMATION

We use the information we collect about you in the following ways:

- To respond to any requests from you, including those regarding sales and support.
- To contact you regarding any agreements or accepted terms that you may have with us for the Services.
- To provide you with marketing emails, special offers, advertising campaigns, or newsletters.
- To understand how our Services and Website are used.
- To provide you with information logs associated with the use of our Services.
- To contact you regarding functionality changes to our Services or Website.
- To improve our offerings, including developing new features and functionality for our Services and Website.
- To collect payment and bill for our Services.

LGBTQIA+ Cultural Competence Training

- To help personalize searches.
- To diagnose and troubleshoot problems.
- To find and prevent fraud.
- To carry out other purposes as disclosed to you through the Website, or found in terms or an agreement between us and you.
- To process the information for other purposes for which we obtain your consent.

HOW WE SHARE INFORMATION

We commit to protecting your privacy and will not share your information with any third-parties. The personal information we collect from you will remain unreported with the exception of any requirements determined by your licensing agency that are necessary for continued licensing. Your personal information will be retained for six years in the event you are ever audited and need certificate copies. After six years, all personal identifiable information will be permanently destroyed.

Reports will be provided to licensing agencies aggregating number of attendees, types of licenses, and numbers of attendees passing. No personal, identifiable information will be provided in these reports.

DATA RETENTION AND SECURITY

When we no longer have a legitimate business need (e.g. termination of a Customer agreement) to process your personal information, we will either delete or de-identify it.

We take all reasonable steps to protect information we receive from you from loss, misuse or unauthorized access, disclosure, alteration, and/or destruction. We maintain technical, physical, and administrative safeguards to secure your information, and we use industry standard encryption for your data that is transferred over the internet. Despite our use of encryption, we cannot guarantee any method of transmission of information over the internet is 100% secure.

A copy of your Certificate of Completion will be kept on file for six years. In the event you are ever audited, a copy will be made available to you.

FINANCIAL INFORMATION

Pacific Northwest Social Scientists does not retain any financial account or credit card information. A third-party financial institution, Venmo or PayPal, collect this information.

Reports & Records

Pacific Northwest Social Scientists will develop reports and analyzing metrics regarding numbers of participants, and how many users accessed, attempted, and completed the training.

Policies and procedures are in place for maintaining training and testing records through the LMS. Pacific Northwest Social Scientists will generate reports on a monthly, quarterly, and annual basis to monitor activity, scores, and feedback.

LMS Monitoring

The key feature of the LMS will be enabling us to scrutinize the session quizzes. Updates, modifications, and design changes will be based off what we learn from participants responses to survey questionnaires and testing results. Some queries include ensuring the word choices and questions are reinforcing the knowledge and skills presented within the sessions. Section quiz questions will provide an opportunity for skill building by basing questions off previous answers. Key questions are reused in other sessions. Questions and the potential answers will reiterate key concepts. Using principles from Psychology, we will pay attention to primacy and recency of information (which we can observe using the LMS). For example, “How many times does the average user take to get the right answer(s)?” If it is a lot and the information was delivered early (primacy) in the presentation, perhaps a review at the end (recency) should be included in order for participants to better retain key objectives or concepts. Each question is tied to a learning objective. This will enable us to determine whether there are areas within the training that are not sufficiently covering the objective(s).

We can also generate reports that look at problem learning areas. Perhaps a correlation is found, leading a high percentage of participants to repeatedly miss questions in a particular section. We can use this information to update the video and any corresponding quiz questions.

Refund Policy

Refunds are taken on a case-by-case basis. With virtual classes, the customer may access the class at any time within the year of purchase, and therefore are rarely occasions where a refund would be issued after-the-fact, as the customer will receive the training and subsequent certification.

Exchanges can be made and will also be taken on a case-by-case basis. Typically, any class paid for by the customer may be exchanged for another class of equal value (i.e. the same number of CEUs).

PRESENTER

Vanessa McNeill, M.S. Psychology

In 2018, Vanessa McNeill launched Montana Social Scientists, LLC (MSS), providing Continuing Education (CEUs) to licensees through state Boards of Behavioral Health (LCPCs, LACs, LCSWs, LMFTs), Boards of Psychology, Offices of Public Instruction (teachers), and Boards of Nursing. In 2021, McNeill expanded to the Pacific Northwest Social Scientists (PNWSS), LLC offering online courses and in-person Suicide Prevention Workshops.



PNWSS offers unique workshops (live and recorded) for suicide prevention, Native American mental health, and cultural competency, contracting with Subject Matter Experts from a variety of disciplines to deliver presentations and education on the latest research and updated mental health protocols. McNeill also has experience working directly with the CDC and DPHHS for grant evaluations. Over the past 10 years, Vanessa has developed and taught live and online. Her academic work experience (during her Master's program and after) comprised rigorous research and five subsequent journal publications in the area of suicide prevention. McNeill was hired to develop and teach The Psychology of Gender. This particular class is a culmination of this college class, as well as her research in suicide prevention.

ADDITIONAL INFORMATION

A description of the method of selecting future instructors.

As a Continuing Education Provider, Pacific Northwest Social Scientists collaborates often with clinically licensed training professionals and can provide alternate instructors in the event one of the original instructors is unavailable to update a recording segment.

RESOURCES

1. Video 1 – Introduction to Gender

1. [Masculine/Feminine Self-Disclosure Scale \(MFSDS\)](#)
2. [Genderbread Poster](#)
3. [Flying Gender Unicorn Poster](#)

2. Video 2 – Terminology

1. Sex
2. Gender
 1. [What is Gender? Philosophy Tube](#)

LGBTQIA+ Cultural Competence Training

3. Gender Characteristics
4. Cisgender
5. Expression
6. Nonbinary
 1. <https://nonbinary.wiki/wiki/>
7. Identity
8. Nonconforming
9. "Gender Diverse"
10. Singular They
11. Role (gender role)
12. Gender Role
13. Gender Role Attitude
14. Gender Role Socialization
15. Person-Role Conflict
16. Assertiveness v Aggressiveness (gender perspective)
17. Sex
18. Intersex
19. Transgender
20. Transmasculine
21. Transfeminine
22. Androgynous
23. Sexual Orientation (Attraction)
 1. Do people choose to be gay?
 2. [Attraction Layer Cake](#)

3. Video 3 - Concepts

1. Pros/Cons
2. Terminology confusion
3. Medical Profession's Treatment of LGBTQ People historically
4. Disordered or Just Different
5. Coming Out
 1. [Unconditional book](#)
6. Unconditional Positive Regard
7. Conversion Therapy
8. LGBTQ+ "Panic" Defense

LGBTQIA Perspectives

9. LESBIANS
 1. Hanna Gadsby
 1. [A Woman in a Man's World \(Video\)](#)
 2. Recent History (Ellen Degeneres)
 3. Work in Progress
10. GAY MEN
 1. Stonewall Uprising
 1. [Perspectives from Gay Men \(Video\)](#)
 2. Men's Mental Health
11. BISEXUALS
 1. How to Support Bisexual Youth
 1. <https://www.thetrevorproject.org/resources/guide/how-to-support-bisexual-youth/>
 2. Biphobia
 3. Bisexual Resources

LGBTQIA+ Cultural Competence Training

1. <https://www.thetaskforce.org/the-411-on-bisexual-resources/>

TRANSGENDER

4. Whittington Family (**Videos**)
 1. [How it started](#)
 2. [Now at age 14](#)
5. U.S. Transgender Survey
6. Suicide and Transgender
7. More definitions
8. Transgender Men (**Videos**)
 1. [What it's Like to Come Out as Transgender](#)
 2. [Before and After Progress Photos](#)
9. Transgender Women (**Video**)
 1. [Transgender Women #MeToo Sexual Assault Experiences \(Video\)](#)
10. Human Rights Campaign – Resources
11. Supporting & Caring for Transgender Children – Full Guide
 1. <https://www.hrc.org/resources/supporting-caring-for-transgender-children>
12. Transgender Children & Youth: Understanding the Basics
 1. <https://www.hrc.org/resources/transgender-children-and-youth-understanding-the-basics>
13. Common steps in transition
14. Parenting recommendations
15. Simple ways to Start Supporting Your Transgender Child

QUEER

16. Defined

INTERSEX

17. Ambiguous Genitalia
18. Mental Health study of Intersex adults
19. Advocates for Intersex youth
20. Born with Ambiguous Genitalia
21. **Intersex Resources**
 1. <https://interactadvocates.org/resources/intersex-organizations/>

ASEXUAL

22. Asexuality Visibility and Education Network (AVEN)
23. Mental health and interpersonal functioning
24. Trevor Project study

4. Video 4 - Biology

Trigger Warning

Just a Few STATISTICS

- a. [Trevor Project 2025 National Survey](#)
- b. [Human Resources Campaign – enacting National State of Emergency for LGBTQ+](#)

LGBTQIA+ Cultural Competence Training

- c. Oregon and Washington Findings (Trevor Project)
- d. [ACLU legislation tracking nationwide](#)
- e. [Oregon anti-trans bills 2025](#)
- f. [Defunding Planned Parenthood](#)
- g. Homosexual behavior
- h. Fraternal birth order effect
- i. Biological facts
- j. Distribution of Ability
- k. The Guardian
- l. Male and female brain scans
- m. Neural map typical man's brain
- n. Neural map typical female's brain
- o. Brains of gay men
- p. Transgender brain

THE BIOLOGY OF SEX IS COMPLICATED

- q. Sex Differentiation
 - i. **Video: Biological Sex: part 1**
 - 1. <https://www.youtube.com/watch?v=qYS0wLE0OjM>
- r. 5 Layers of Sex
- s. Hormones
- t. Male Testosterone Levels
- u. Sexual Differentiation of Internal Genitalia
 - i. Uterus, cervix, fallopian tubes, vagina; vas deferens, prostate, epididymis
- v. Sexual Differentiation of External Genitalia
 - i. Penis and scrotum; clitoris)
- w. Intersex
 - i. **Video: Biological Sex: part 2 Intersex & Disorder of Sex Development (DSD)**
https://www.youtube.com/watch?v=NMfotCpz_io
- x. Common intersex variations
- y. Pediatrician ambiguous genitalia decision tree
- z. Diagnostic algorithm for evaluation of children with ambiguous genitalia
- aa. DSM-5 Intersex Conditions
- bb. Variations of Sex Differences
- cc. **As Nature Made Him** <https://www.abebooks.com/9780060929596/Nature-Made-Boy-Who-Raised-0060929596/plp>
 - i. 1965
 - ii. Dr. John Money
 - iii. Gender Identity
 - iv. Vaginoplasty
 - v. Suicidal by Age 6
 - vi. **Dr. Money journal articles** <https://www.researchgate.net/scientific-contributions/John-Money-2063527468/publications/2>
 - vii. Age 7
 - viii. Dr. Money becomes world-famous
 - ix. Age 11
 - x. Age 12 Continued Hormone Therapy
 - xi. Age 14
 - xii. Learning the Truth
 - xiii. Age 16
 - xiv. Dr. Money's research becomes the standard of care for intersex, micropenis, and accidental penile amputations.

LGBTQIA+ Cultural Competence Training

1. **Micropenis controversies** <https://pubmed.ncbi.nlm.nih.gov/28687949/>
- xv. Age 19
- xvi. Age 30 **Interview with David on Oprah Winfrey** <https://www.oprah.com/own-oprahshow/an-update-with-the-boy-who-was-raised-as-a-girl>
- xvii. Dr. Money is discredited
- xviii. What happened to the twins
- xix. Money by his late 70's denies this case completely.
- dd. Transphobia **"The Video based on Pseudo Science"** <https://www.facebook.com/watch/?v=839423269598601>
- ee. American College of Pediatricians vs. American Academy of Pediatrics
- ff. American Psychological Association Discrimination effects
- gg. Effects of the pandemic on LGBTQ mental health
- hh. Discrimination associated with higher stress levels and health disparities
- ii. Sex-based discrimination
- jj. Children born with an intersex variation (ambiguous genitals)
- kk. **Intersex Advocates "Nothing about us, without us"** [Intersex Law & Policy, Media, and Youth Leadership | interACT \(interactadvocates.org\)](https://www.interactadvocates.org/)
- ll. **Title 7** [Workplacefairness.org/sexual-gender-discrimination](https://www.workplacefairness.org/sexual-gender-discrimination)
- mm. **Resources**
 - i. **Federal**
 1. <https://www.eeoc.gov/how-file-charge-employment-discrimination>
 2. <https://www.eeoc.gov/federal-sector/overview-federal-sector-eeo-complaint-process>
- nn. DSM-5-TR Gender Dysphoria defined
 - i. adults/adolescents
 - ii. children
- oo. **2023 ICD-10-CDM Diagnosis Code/definition** <https://www.icd10data.com/ICD10CM/Codes/F01-F99/F60-F69/F64-/F64.9>
- pp. Support for people with gender dysphoria
- qq. **Gender Dysphoria Scale**
- rr. **Transgender & Gender Diverse Standards of Care** <https://www.tandfonline.com/doi/pdf/10.1080/26895269.2022.2100644>

5. Video 5 – LGBTQIA+ Veterans

1. Brief Review of Military Culture
2. LGBTQ Veterans living open, healthy lives
 1. <https://www.maketheconnection.net/stories/716/>
3. Suicide in the Military
 1. https://www.mentalhealth.va.gov/suicide_prevention/docs/FSTP-LGBT.pdf
 2. <https://www.mentalhealth.va.gov/docs/data-sheets/2022/2022-National-Veteran-Suicide-Prevention-Annual-Report-FINAL-508.pdf>
4. Suicide and Armed Forces Participation
5. Statistics
6. LGBTQ Military Kids/Dependents
7. Military Personnel
8. U.S. Dept of Veterans Affairs
9. VHA LGBTQ Health Program: Vision Statement
10. Healthcare for Veterans
11. Veteran LGBTQIA Fact Sheet
12. Veterans Crisis Lines
13. **VA Operation SAVE-Means Restriction** (Included within this syllabus)

6. Video 6 – Gender-Friendly Clinic

1. What is Gender Affirming Care
2. Outdated Charting Practices & Language
3. Use Gender Neutral Language
4. Hermaphrodite (outdated/offensive term)
5. What if I use the wrong pronoun or name
6. Ally pins and posters
 1. [Ally pins](#)
 2. [Ally posters](#)
7. [Make the Ally Pledge](#)
8. Update Intake forms with gender-affirming language
9. Update the clinical space (Buttons)
10. Educate the public about LGBTQ+ issues

Works Cited

- Ahmed, S. F., Achermann, J. C., Arlt, W., Balen, A., Conway, G., Edwards, Z., Elford, S., Hughes, I. A., Izatt, L., Krone, N., Miles, H., O'Toole, S., Perry, L., Sanders, C., Simmonds, M., Watt, A., & Willis, D. (2016). Society for Endocrinology UK guidance on the initial evaluation of an infant or an adolescent with a suspected disorder of sex development (Revised 2015). *Clinical Endocrinology*, 84(5), 771–788.
<https://doi.org/10.1111/cen.12857>
- Brown, L. A., Boudreaux, E. D., Arias, S. A., Miller, I. W., May, A. M., Camargo, C. A., Bryan, C. J., & Arney, M. F. (2020). C-SSRS performance in emergency department patients at high risk for suicide. *Suicide and Life-Threatening Behavior*, 50(6), 1097–1104.
<https://doi.org/10.1111/sltb.12657>
- Castets, S., Nguyen, K.-A., Plaisant, F., Prudon, M. B., Plotton, I., Kassai, B., Roche, S., Ecochard, R., Claris, O., Nicolino, M., Villanueva, C., & Gay, C.-L. (2021). Reference values for the external genitalia of full-term and pre-term female neonates. *Archives of Disease in Childhood - Fetal and Neonatal Edition*, 106(1), 39–44.
<https://doi.org/10.1136/archdischild-2019-318090>

- Cools, M., Nordenström, A., Robeva, R., Hall, J., Westerveld, P., Flück, C., Köhler, B., Berra, M., Springer, A., Schweizer, K., Pasterski, V., & on behalf of the COST Action BM1303 working group 1. (2018). Caring for individuals with a difference of sex development (DSD): A Consensus Statement. *Nature Reviews Endocrinology*, 14(7), 415–429.
<https://doi.org/10.1038/s41574-018-0010-8>
- Creating an LGBTQ Affirming Clinic: A Guide for Practice Managers and Providers.* (2018). Human Rights Campaign.
- Davies, J. H., & Cheetham, T. (2017). Recognition and assessment of atypical and ambiguous genitalia in the newborn. *Archives of Disease in Childhood*, 102(10), 968–974.
<https://doi.org/10.1136/archdischild-2016-311270>
- Helgeson, V. S. (2020). *Psychology of gender* (Sixth edition). Routledge, Taylor & Francis Group.
- Joiner, T. (2007). *Why people die by suicide* (First Harvard University Press paperback edition). Harvard University Press.
- Kalat, J. W. (2023). *BIOLOGICAL PSYCHOLOGY*. CENGAGE LEARNING.
- Posner, K., Brown, G. K., Stanley, B., Brent, D. A., Yershova, K. V., Oquendo, M. A., Currier, G. W., Melvin, G. A., Greenhill, L., Shen, S., & Mann, J. J. (2011). The Columbia–Suicide Severity Rating Scale: Initial Validity and Internal Consistency Findings From Three Multisite Studies With Adolescents and Adults. *American Journal of Psychiatry*, 168(12), 1266–1277. <https://doi.org/10.1176/appi.ajp.2011.10111704>
- S, V. der S., et al. (2020). The external genitalia score (EGS): A European multicenter validation study. *Yearbook of Paediatric Endocrinology*. <https://doi.org/10.1530/ey.17.6.10>