



PENN DENTAL MEDICINE LGBTQ+ RESOURCE GUIDE

UNIVERSITY OF PENNSYLVANIA
2022-2023

ACKNOWLEDGEMENT



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Penn
Dental Medicine
UNIVERSITY of PENNSYLVANIA

LGBTQ+ RESOURCE GUIDE

INTRODUCTION

OPENING REMARKS

The LGBTQ+ community is filled with pride and resilience and are entitled to quality healthcare that considers the many facets of being an LGBTQ+ individual. The goal of creating this guide was to provide the future healthcare professionals of Penn Dental Medicine with tools to enhance the treatment they provide. We must acknowledge the intersectionality of identities and how they influence a person's lived experience. The LGBTQ+ community deserves to have comprehensive care that can address and reduce the disparities faced.

While the data regarding the oral health needs of LGBTQ+ people is limited in dental literature, there is much to learn from our medical and nursing colleagues regarding culturally competent care [1]. Culturally competent care is defined as the trained ability to identify expressions of illness and health across all cultures in order to counteract the marginalization of minority communities. This includes approaching patients with the same level of empathy and care, inclusive of their diverse identities.

We must stay current with trainings and education on these issue if we are to provide patients with optimal care. Our hope with this guide is that those who are not in the LGBTQ+ community are able to apply what they've learned and those in the LGBTQ+ community feel seen and heard. This guide contains 5 sections, including a current list of resources.

Following this introduction, **Chapter 1** will provide you with definitions of the evolving language LGBTQ+ people use to describe their lived experiences, as well ways to use this language in practice. **Chapter 2** presents highlights of our history at Penn, including the activism that got us to where we are today and what the community looks like today. As healthcare providers, we need to ensure that each of our patients receives the best care no matter who they are. **Chapter 3** covers the topic of allyship and offers tips to be an ally. **Chapter 4** addresses what Penn Dental is doing for the LGBTQ+ community and other disadvantaged communities. **Chapter 5** is the final section which features a list of Penn-specific resources, community level resources, and national resources.

We've provided a summary of what each resource is because one may suit your needs better than another. On the next page, you can find a list of actions students, faculty, and staff alike can do to make meaningful contributions.

***We use the term LGBTQ+ as an all-inclusive term for consistency.*

OPPORTUNITIES TO GET INVOLVED

Recognize LGBTQ+ faculty, staff, and student contributions

Model effective and supportive communication, following the principles of cultural competence regarding diversity in sexual orientation, gender identity, and gender expression

Show your support of the LGBTQ+ community visually. This can also include wearing ally and pronoun pins on your white coats!

Educate yourself about LGBTQ+ topics, without relying on LGBTQ+ individuals to always do the teaching

Apologize if you unintentionally misgender someone; if you notice someone misgendering another individual, discreetly address it with them.

Do not make assumptions about an individual's sexual orientation and/or gender identity; rely on their self-identification, respect confidentiality, and their right to self-disclosure

Speak up when you hear anti-LGBTQ+ language or remarks.



CHAPTER 1

TERMINOLOGY



TERMINOLOGY & LANGUAGE

There are a multitude of terms used to describe sexual orientation, gender identity, and gender expression and each individual may use them differently. Words can bring us closer together by opening our hearts and minds, where others can cause alienation and harm. Thus, it is important to understand basic terms and how to use them. Language evolves with time and these terms change as well, not just temporally but also culturally. The list shared is commonly used in the US context and was adapted from [The Penn LGBT Center's Glossary](#) and language guide.

Asexual – an umbrella term used to encompass identities for people who do not experience sexual attraction. Meaning someone who is asexual does not feel sexual attraction to any gender. This term is different from aromantic

Aromantic – an umbrella term used to someone that does not experience romantic relationships. They can experience sexual attraction.

Bisexual/Pansexual - an identity for people who are sexually and/or emotionally attracted to men and/or women and/or people who fall outside of the gender binary. Usage of one term or the other may vary depending on the person, although some use the terms interchangeably

Cisgender - a person whose gender identity does not differ from their assigned sex at birth

Gay – this adjective is sometimes used as a term that encompasses gay, lesbian, and bisexual orientations; it does not however encompass transgender people, or gender identity. This term may also be used as an umbrella term analogous to queer, although that may vary from person to person

Gender-Affirming Medical Interventions - This could be hormone replacement therapy (HRT) or surgery to affirm one's gender identity. This may include feminizing or masculinizing hormone therapy, chest/breast surgery, genital reconstruction therapy, and facial feminization surgery. Transgender and non-binary individuals may or may not undergo these medical interventions as everyone has their own experience with what those identities mean to them

Gender Expression – A set of social and emotional traits influenced by societal pressures, that classify an individual as feminine, masculine, androgynous, etc.

Gender Identity – this is how one identifies. Essentially self-identification of boy/man, girl/woman, or other gender, such as gender nonconforming, or genderqueer.

Gender Nonbinary/Nonconforming – an umbrella term used to describe gender identities that do not fit within the binary of either male or female. Some nonbinary individuals identify also as transgender; others do not

Heterosexism – a term that applies to attitudes, bias, discrimination, and systemic forms of oppression that favors heterosexuality. It includes the presumption that everyone is or should be straight.

Homophobia – refers to a fear or, aversion to, or discrimination against homosexuality or all LGBTQ+ individuals. This is understood as a destructive force that prevents many LGBTQ+ individuals from securing safer, open, and equal lives.

Intersex – an umbrella term used to describe a person who was born with internal and/or external sex characteristics that doesn't fit under the labels of male and/or female.

Lesbian – a term for individuals who identify as women or nonbinary and who are sexually and/or emotionally attracted to women

Non-binary – a term for individuals who do not identify as either male or female. A non-binary individual may define their gender identity and experience as outside of these binary terms

Puberty Suppression – an early medical intervention that halts feminization and/or masculinization during pubertal development using GnRH analogs

Queer – originally used as a derogatory slur, it has since been reclaimed by the LGBTQ+ community to be an inclusive term. Some use this identity as it recognizes the fluidity of sexual attraction and gender identity.

Questioning – an identity for people who are uncertain about their sexual orientation or gender identity

Sex Assigned at Birth – assignment as male, female, or a different sex at birth, typically based on the appearance of one's external genitalia

Transgender – an umbrella term for people whose gender identity and/or gender expression differs from the one they were assigned at birth.

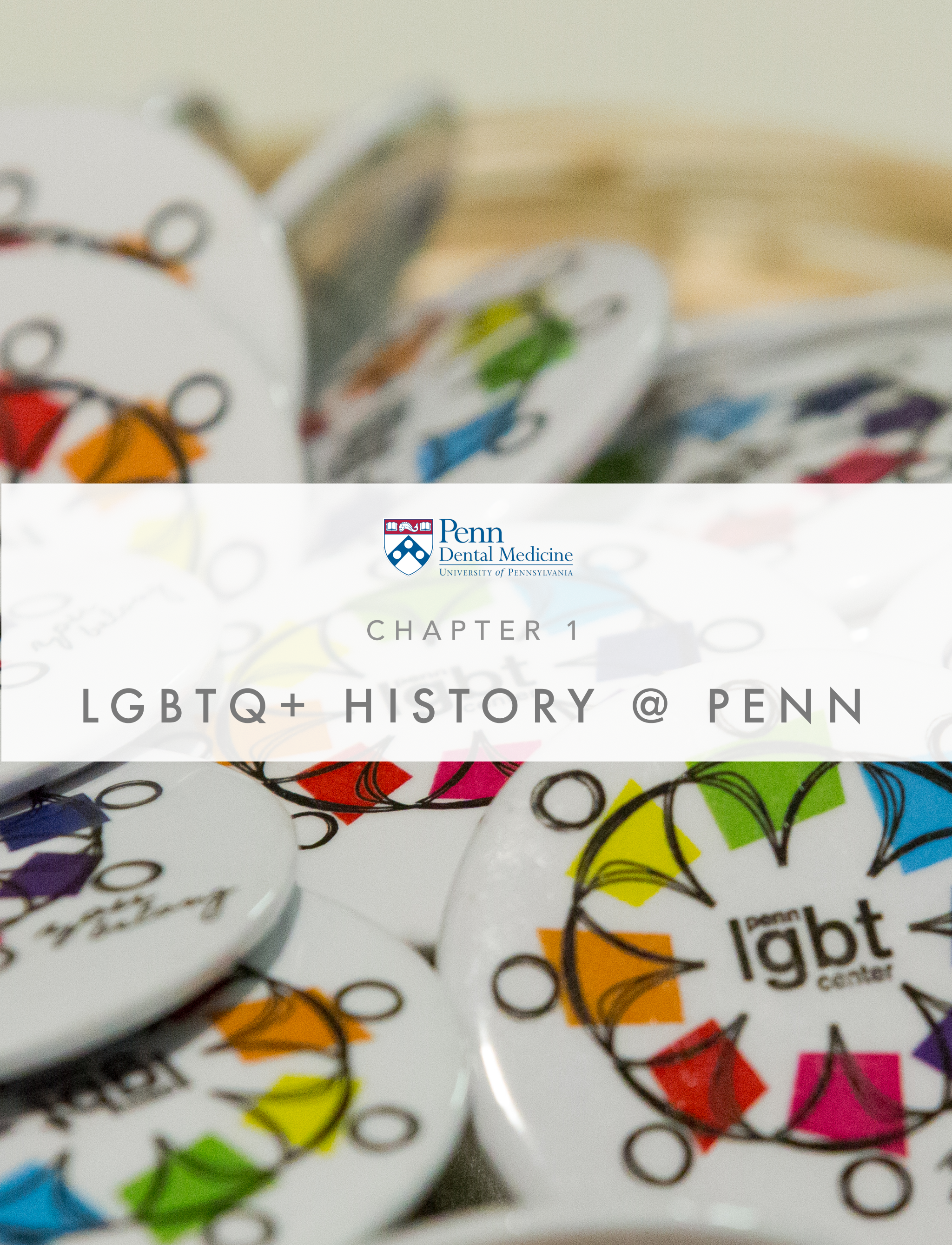
Transphobia – refers to a fear of, aversion to, or discrimination against transgender, gender nonbinary, and nonconforming people. This is a destructive force that prevents transgender people from securing safer, open, and equal lives.

Two-Spirit – culturally specific term used among Native American and First Nations peoples. The term describes a person who personifies both a male and female spirit.



CHAPTER 1

LGBTQ+ HISTORY @ PENN



PDM Library LGBT Timeline

1975 – [Gays at Penn](#) (student group) forms. This is not a group of “timid, unhappy, woebegone creatures sneaking around in perpetual fear of recognition.” The org was founded because, in the face of a predominately heterosexual society, queer people need a space where they can experience closeness, camaraderie, and a real sense of acceptance for who they are. Not only does this org provide support, context, and social function for gay people, but it also serves as a reminder that being queer is valid and should be respected.

1977 - Gays at Penn (GAP) is becomes more active on campus. An article in The Daily Pennsylvanian details some student experiences beginning with a student, J, who was on his way to a GAP event but had been spotted by a classmate from econ. This sent a shiver down his spine because during these times being gay wasn't accepted as it is now. You also learn that GAP provided a Gay Peer counseling service. GAP, while intended to be a space for queer men and women, it had been predominantly male.

1982 – Following several homophobic campus incidents, including the severe attack of a gay student by a fellow student, the LGBT center was born. Thanks to the activism of student leaders and a few progressive administrators, Bob Schoenberg, the founding director, was hired to work 3 days a week as the person of contact for gay and lesbian issues (at this time it did not include transgender or bisexual issues) This part-time position was with the Student Activities, located in Houston Hall. The office eventually was moved to 3537 Locust walk to allow for more space.

1993 – The term Bisexual is added to the Center's name

1996– Dr. Michael Glick, GD'88 joins the Penn Dental Medicine team as Oral medicine faculty where he promoted best practices for providing oral health care with individuals with HIV/AIDS. This was Dr. Glick's first appointment with Penn beginning in 1994-2001.

1998 – The LGBT Center gains a second full-time position to meet the growing needs of students

1999 – The term Transgender is added to the LGBT center's name

2002 – The LGBT center is relocated to the Carriage House. The center also gained its third full time position, which remains as the staffing pattern today.

2005 – Vic Duran, D07 serves on the LGBT Advisory Council for Penn

2010 – The first LGBTQ student org forms at Penn Dental Medicine, Queer and Ally Dental Student Association (QADSA). This org was met with little enthusiasm and support.

2010 – Dr. Beverly Crawford and Ralph J. De Lucia meet to develop a three-year training program for Penn Dental Faculty and staff entitled Workshops for a Respectful Workspace. The topic of LGBT diversity and inclusion was included in this program in accordance with the university's commitment to diversity at large and to the standards of Title IX

2011 – The Assistant Dean of Admissions stated, during the interview cycle, that there were no supportive services for Out LGBTQ+ students. The Director of Diversity affairs approached a second-year student who had founded an LGBT Alliance at his undergrad and asked him to re- start a similar group at Penn Dental

2012 – QADSA rebrands themselves as AMALGAM which stands for A Mosaic of Allies, Lesbians, Gays and More. Its goals were to create an inclusive environment for LGBTQ students at PDM by hosting social events, visual displays, speaker panels, and community outreach. This organization also served as a resource for awareness and education regarding the health needs of the LGBTQ+ population.

2012 - AMALGAM members contributed to the production of a Diversity at Penn Dental Medicine video produced by the Office of Diversity Affairs. This video was shown to all new students and new hires at Penn Dental.

2013 - PDM hosts an event in collaboration with the office of affirmative action and the LGBT center. This event was intended to be an open conversation on inclusion, equality, and LGBT issues in dental care. It also featured a variety of speakers from Penn Dental. Student Panelists were invited to share their perceptions of Penn Dental, which prompted further interest in a continued discussion about student experiences.

2013 – Penn Dental was present at the strategic planning retreat for LGBT health, in collaboration with Penn Medicine. This unique and interdisciplinary program aimed to improve the care of LGBT people. One major theme that came out of the retreat was Mentorship: mentoring and supporting students, faculty, and staff alike who are engaged in LGBT-related activities.

2015 – Jonathan Vo (D'15) and Zesheng Chen (D'15) present at The LGBT Health Workforce Conference and take 3rd place for their presentation. This presentation was entitled Engaging Students to Foster a Safe and Inclusive Learning Environment for the LGBT Community in a Diverse Dental School Setting.

2015 – Dr. Beverly Crawford Serves on the LGBT Center's advisory council

2016 – PDM participates in PCOM's first transgender medicine symposium. Attendees include Dr. Beverly Crawford and Dr. Anne Koch

2016 - Dr. Anne Koch (D'77, GD'93) appointed to the Penn Dental Medicine Board of Overseers. The Board of Advisors of Penn Dental Medicine provides volunteer leadership and maintains as its standing charge to embrace the overall mission of the school to be the preeminent leader in dental education. The board acts as an advisory resource for the Dean on matters of policy, direction, practice, and effectiveness, while stewarding the historic missions of both the School and the University. It supports the continuous achievement of excellence in matters of curricular development, clinical work, research, admissions, infrastructure, alumni relations, and public relations.

2017 – Penn Dental joins Penn Medicine in a program focusing on LGBT Healthcare.

2017 – The current residence of the LGBT Center, the carriage house, was renamed the Robert Schoenberg Carriage House.

2018 – Penn Dental Pride Alliance forms with a similar mission as the previous orgs, such as GAP, QADSA, and AMALGAM. This organization is currently trying to establish sustainable traditions that will ensure its longevity. This includes their annual Penn Dental Pride Celebration in Oct. where they celebrate faculty, staff, and students. They also host a Pride celebration in June for the month of PRIDE.

2018 – Maya Thompson (D'18, GR'18) wins the James Brister Graduate Student Award

2019 – PDM hosts its first annual Penn Dental Pride Celebration. At this event, students and faculty alike spoke, and got to enjoy delicious cupcakes. Members of faculty, staff, and students were awarded the LGBTQIA+ Advocacy Award. Recipients include George Lynch, Beverley Crawford, Travis Toth, Shirley Yang, Bryan Cole Smith, and John O'Donnell

2020- PDM hosts its second annual Penn Dental Pride Celebration. Faculty, students, and staff heard personal anecdotes as well as enjoyed each other's company over light refreshments. The LGBTQ+ Advocacy Award recipients are as follows: Corrine Cacas, Dr. Oswaldo Nieves, Dr. Francis Smithgall, Amanda Gu, Raul Isturiz

2021 – PDM hosts its third annual Penn Dental Pride Celebration. The LGBTQ+ Advocacy Award recipients are as follows: Fawaz Alhumaidi, Pat Wimonisri, Menty Bayleyen, Malik Muhammad, and Dr. Tatyana Strauss

2022 – PDM hosts its fourth annual Penn Dental Pride Celebration. The LGBTQ+ Advocacy award recipients are as follows: Riley Russell, Laurel Graham, Michelle Martino, Dr. Kari Hexem, and Dr. Katherine France

2022- Penn Dental Pride Alliance creates the LGBTQ+ Healthcare and Inclusive Dentistry selective. The selective consisted of three sessions. The first session focused on terminology and health allyship. The second session was on LGBTQ+ oral health, and the third sessions featured role-play scenarios.



CHAPTER 3

HOW TO BE AN ALLY

HOW TO BE AN ALLY

To be an ally, one must first understand what an ally is. **An ally is someone who stands up for, supports and encourages the people around them.** We commonly hear this term regarding the LGBTQ+ community. There are many ways to be an ally, here are some examples:

Be a listener: when someone approaches you to discuss issues around gender or sexuality, listen and validate their experience. Do not jump to how you think you can help, even if it is with best intentions. Many times, people need to share and talk through a problem with someone to better understand the situation.

Don't make assumptions: By assuming everyone around you is cisgender and/or heterosexual you are contributing to queer and trans erasure as well as an uncomfortable environment. Someone close to you could be beginning their coming-out process and they could be looking for support, and by making assumptions they may find it hard to open-up.

Stand up for the community: Anti-LGBTQ+ comments and jokes can be extremely hurtful. Stand up and speak out against these kinds of statements. Politely Inform the person making the comment why it is harmful and if possible, take the time to educate them. Remember that actions always speak louder than words and doing nothing sends a message as well.



Check your privilege and unconscious bias: it is important to acknowledge everyone has some form of privilege, including yourself. These privileges inform your lived experience and can create biases in your unconscious, which ultimately affect how you treat people regardless of whether you're trying to treat them a specific way or not.

Recognize the diversity of trans and queer lives. Remember these identities intersect with race, socioeconomic status, age, etc.

Acknowledge transitioning is different for each person. People may transition socially, legally, and/or medically and all three do not have to be undertaken to be authentically 'transgender.' Recognize and understand that medical transitioning is based on economic status and that classism is inherent when associating an "authentic" trans identity with medical procedures.

Be proactive and informed about restrooms: determine where nearby gender-inclusive bathrooms are, so you may direct an individual if they need. At the end of this guide, we have provided a map of all gender inclusive bathrooms on campus.

Avoid trying to convince LGBTQ+ people you are on their side, just be there and be supportive.

PRONOUNS

We often use **pronouns** without contemplating their meaning. Pronouns promote safety, respect, and care for others. Therefore, understanding the impact of pronouns allow us to navigate interactions with people without making assumptions and inadvertently cause harm.

The phrase “preferred pronouns” is misleading, as it suggests the pronouns someone uses are optional. Rather than asking someone what pronouns they prefer, **simply ask what pronouns the person uses.** As a healthcare provider, introducing yourself with your name and pronouns may make the patient feel more comfortable with sharing theirs. It is also important to note a person’s pronouns may change depending on context, name changes, or a person’s identity development.

Pronouns should never be assumed. It is acceptable to ask someone their pronouns, especially during introductions. It can signal an inclusive environment by encouraging everyone to share their pronouns in a group setting, however it is important to stress sharing one’s pronouns is not mandatory. Never force someone to share their pronouns.

One should try to use gender-inclusive terms such as “everybody/all” (instead of ladies/gentlemen), “partner” (instead of boyfriend/husband/girlfriend/wife), “they” (instead of he/she), “folks” (instead of you guys/ladies) and “person” (instead of man/woman). Using these will allow one to avoid assuming someone’s gender identity and pronouns

Adding your pronouns to your email signature, nametags, or scrubs can show respect, allyship and increase awareness about the importance of pronouns to affirm gender.

Pronouns FAQ:

Q: How do I ask someone for their pronouns?

A: Asking someone their pronouns may seem uncomfortable, but it is crucial to not assume their pronouns. If you do not know someone’s pronouns, then you should use their name instead. Additionally, when addressing someone by their name, make sure it is the name they provided to you. To learn about someone’s pronouns, you can simply ask, “what are your pronouns?” You may also choose to share your pronouns in your own introduction to set a good example for openness around gender diversity and to normalize sharing of pronouns.

Q: How does one recover from mistakes?

A: Misgendering occurs when someone accidentally or intentionally uses the incorrect pronouns when referring or addressing someone else. Misgendering is invalidating and may be experienced as dismissive and alienating. If you accidentally misgender someone, it is important that you quickly apologize and correct yourself. Additionally, when someone corrects you about their pronouns it is important to not get defensive. You should never intentionally misgender someone.

FACULTY & CLINICIANS

Faculty:

LGBTQ+ visibility as a norm is important for creating a welcoming environment for students, staff, and faculty. There are many things you can do to show your support:

- Share your pronouns when introducing yourself
- Do not make assumptions about someone's gender identity or sexual orientation. For example, assuming a spouse/partner is male or female.
- Recognize the role dental education plays in reducing LGBTQ+ oral health disparities
- Create and integrate professional competencies to improve care for LGBTQ+ patients
- Use LGBTQ+ people in clinical scenarios as well as discussion points in your teachings. This includes as standard patients, not just around assumed LGBTQ+ issues.
- Show your support by wearing a rainbow pin/ribbon, have some LGBTQ+ books or other items visible in your office, etc.

If you are a faculty member who identifies as LGBTQ+ you can join [Penn's Faculty Out List](#). Click the hyperlink and follow the instructions at the bottom of the page.

Clinicians:

The first article detailing LGBTQ+ issues appeared in dental literature in 2004[1]. Since then, there have been few articles that explore this topic. However, these articles strengthen the observation that training on these issues are lacking in the dental community. To ensure our clinicians are aware of the unique needs of this community and can provide the best level of care, we have provided some suggestions to help you improve.

- Become educated on the specific health issues LGBTQ+ people face and stay up to date on the current standards of practice for LGBTQ+ patients, like the one that can be found [here](#).
Display LGBTQ+-friendly signs in your operatory
- Ensure medical forms ask for gender (woman, man, nonbinary, transgender, or another identity [check all that apply]) as well as sex (female, male, intersex, X, another identity). Use neutral terms such as “partner” or “spouse”. The use of “caregiver 1” and “caregiver 2” allows for the inclusion of all non-traditional family structures.
- Be attentive and sensitive while listening. Understand disclosure may be difficult for your patients.



CHAPTER 4

COMMITMENT AND DIVERSITY
STATEMENT



COMMITMENT AND DIVERSITY STATEMENT

Penn Dental Medicine Mission Statement

To transform global oral health and well-being through exceptional clinical care, innovation, education, and research.

Core Values

Penn Dental Medicine LEADS (Legacy, Empowerment, Aspiration, Discovery, Social Consciousness)

Penn Dental Medicine Vision & Philosophy

- Foster a humanistic environment where each individual in our diverse community is valued, respected, and empowered.
- Treat our patients with compassion and respect and provide exceptional evidence-based care.
- Honor Penn Dental Medicine's legacy through transformative initiatives to solve the complex problems of today and tomorrow.
- Shape the global dental profession by teaching evidence-based knowledge and providing opportunities to pursue individualized development for life-long learning.
- Promote interdisciplinary collaborations that accelerate innovation and scientific discovery to address unmet needs in health.
- Mentor exceptional leaders in education, research, and oral health.

The Committee on Cultural Growth (CCG):

The Committee on Cultural Growth (CCG) brings together administrators, faculty, staff, and students at Penn Dental Medicine who are committed to creating and enhancing a culture of respect and belonging. Committee programming works to ensure that members of the PDM community have greater self-awareness and sensitivity to those of different backgrounds.

The CCG has 4 sub-committees:

- Curriculum Subcommittee:
 - This subcommittee's goal is to promote and educate all regarding evidence-based, culturally competent delivery of course materials; evaluate current course materials for instances of racism, sexism, ageism, etc.

- Survey Subcommittee:
 - This subcommittee works on creating bi-annual surveys for PDM; reviews survey results and makes recommendations for focus groups topics to the CCG and to the Dean
- Programming Subcommittee:
 - Responsible for development and implementation of diversity and inclusion workshops, training sessions, and events for the students, faculty, and staff of PDM. Initiatives are identified by survey results, special requests, and current events. The subcommittee supports and collaborates with student organizations to promote (with developing) a variety of cultural celebrations including the HSDA Fall Fiesta, SNDA Black History Month, Penn Dental Women's Network – Women's Healthcare, Moon Festival, and Pride Month with the Penn Dental Pride Alliance
- Collaborative and Supporting Communities:
 - This sub-committee will offer a point of contact to bridge the gap between PDM and postgraduate students and will aid in creating an inclusive and welcoming environment for these communities. Planned programming will target postgraduate students, specifically residents in specialty programs, post-doctorate students in research laboratories, and MSc and DScD students at PDM. The subcommittee will also be responsible for ensuring that these students have access to every aspect of student life at PDM.

Penn Dental Medicine Diversity Statement:

Penn Dental Medicine continues to implement strategies that parallel the vision of our founder Benjamin Franklin, which is that the diversity of our university reflects the diversity of the world around it and of the world we want our students to lead. Diversity fosters innovation by bringing together persons of different cultures and experiences, which is critical to expanding our knowledge base. Through recruitment and retention initiatives, Penn Dental Medicine will continue to diversify its academic community. This definition includes but is not limited to diversity in race, sex, sexual orientation, gender, gender identity, religion, color, creed, national or ethnic origin, citizen status, age, disability, veteran status, or any other legally protected class.

Penn Dental Medicine is a community of transformative leaders advancing oral health and well-being through education, compassion, and innovation. We celebrate the rich diversity of our faculty, staff, and students. We nurture a diverse family unified to foster a humanistic environment where all individuals are valued, respected, and empowered; this tenet is central to the core mission of the School of Dental Medicine. We are charged with advancing our scientific research, our community's

healthcare, and dental education. The key to continued success lies in our ability to attract, retain, and nurture the best and brightest in our field regardless of background.

Building a critical mass of diversity among our faculty, staff, student, and patient communities requires that we foster a culture of inclusion, mutual trust, and respect. The School of Dental Medicine recognizes that achieving a diverse population is an ongoing commitment and must be continually monitored and carefully reviewed. To this end we continue to support innovative programs that enable our faculty, students, and staff to feel welcome, supported and have equal access to networks for mentoring and research opportunities. Supporting a superb, inclusive community is among the University's highest priorities; by doing so we can continue our pathway to eminence in all our endeavors.

Diversity remains a core value and as such is embraced by our community.



Recipients of PDM Inaugural LGBTQIA+ Advocacy Award 2019 Penn Dental Medicine Pride Event.



CHAPTER 5

RESOURCES



PENN SPECIFIC RESOURCES

We chose these resources based on their services and their ability to serve people of all backgrounds.

- Map of All Gender Restrooms around campus: [Map of All Gender Restrooms Campus Map \[PDF\]](#)
- How to update name records @ PENN: [How to Update your Information on Path@Penn](#)

Leslie Townsend Fund: [Leslie Townsend Fund Application](#)

- The fund supports full-time students, who are not also staff or faculty members, making a gender transition during their time at Penn. Grants from the fund may be used for expenses related to making the transition, such as hormones, therapies, surgeries, legal matters, or school-related costs. Students can receive the award once if in a program of two years or fewer, or twice -- in two different academic years -- if their program is three years or more.

Penn LGBT Center:

- The LGBT center is a safe, welcoming environment that allows you to explore your identity and sexuality through an intersectional lens and social justice framework. They have an open-door policy that focuses on education, support, and advocacy.
- Bohnett CyberCenter provides leading-edge technology to the traditionally underserved LGBTQ+ community.
- The center can also connect students with various LGBTQ+ Orgs on campus
- The staff at the LGBT center are available to hold workshops in your department, classroom, etc.
- They are also able to provide funding (to a certain extent) depending on the event and such.
- <https://lgbtc.vpul.upenn.edu>

Affirmative Action and Equal Opportunity Programs:

- The Office is responsible for implementing and advocating University policies, procedures, and priorities and helping realize its vision of a respectful, diverse, and inclusive community. To fulfill its mission, the Office carries out a number of activities and services in collaboration with university administrators, faculty, staff, and students.
- <https://oaaeop.upenn.edu>

African American Resource Center (AARC):

- AARC aims to enhance the quality of life for Penn Faculty, Staff, and Students, with a particular emphasis on those of African descent
- <https://aarc.upenn.edu>

Civic House:

- Penn's Community Service and learning collaborative which sponsors a variety of programs both on campus and in the Philadelphia Community
- <https://civichouse.upenn.edu>

Counseling and Psychological Services (CAPS):

- Sensitive and confidential counseling services are available free to Penn students, including those exploring their gender or sexual identity, concerned about their sexual orientation, or having difficulty in a relationship. Referral to other counseling services in the Philadelphia community is also available
- <https://caps.wellness.upenn.edu>

FGLI (First Gen, low-income, pronounced FIG-LEE)

- The FGLI program supports students' academic, personal, social transition needs while facilitating community-building and a sense of belonging
- <https://home.vpul.upenn.edu/fgli/>

Graduate Student Center

- The center provides social, cultural, academic, recreational, personal development, and community service programs for grad students, as well as services to support students at Penn and in Philadelphia.
- <https://gsc.upenn.edu>

Greenfield Intercultural Center (GIC):

- The GIC serves as an intercultural resource by promoting institution-wide dialogues that raise awareness of the rich traditions and diversity within the Penn community while encouraging students to understand the importance of building a strong intercultural community
- <https://gic.vpul.upenn.edu>

The Office of the Chaplain & SPARC (the Spiritual & Religious Life Center)

- The Chaplain is the administrative officer of the University responsible to the Provost for the oversight and coordination of religious activities on the campus. The Chaplain supports the academic mission of the University by facilitating and encouraging initiatives concerned with the moral, ethical, and spiritual dimensions of university life.
- <https://chaplain.upenn.edu/>

La Casa Latina:

- A center devoted to developing greater awareness of Latino issues, culture, and identity on Penn's campus. The center supports students through resources and services that foster the integration of their academic, social, cultural, and community service activities to enrich their Penn Experience.
- <https://lacasa.vpul.upenn.edu>

MAKUU:

- MAKUU creates resources for students by serving as a cultural hub for activities, activities, and personal, professional, and academic growth to increase student retention and connections to the Penn community. The center supports all students, with an emphasis on students of African descent, by sustaining a common ground to discuss issues, advise students, and their organizations.
- <https://makuu.vpul.upenn.edu>

Pan-Asian American Community House (PAACH):

- PAACH is the central resource for advising Asian American and Pacific Islander Students, student orgs, and their activities. PAACH also works with the Asian American Studies Program (ASAM) to provide co-curricular events focusing on research, culture, history, politics, and social issues.
- <https://paach.vpul.upenn.edu>

Penn Violence Prevention:

- Penn Violence Prevention is a collaborative program managed by the Director of Sexual Violence Prevention and Education, housed in the Division of the Vice Provost of University Life. PVP aims to engage the Penn community in the prevention of sexual violence, relationship violence, and stalking on campus
- <https://pvp.vpul.upenn.edu>

Penn Women's Center (PWC):

- The PWC mission is to understand and address the continuing and evolving needs of women on Penn's campus. It provides advising, advocacy, counseling/ case management, crisis education programs, outreach policy development, support to campus women's' groups, and networking opportunities. The PWC maintains a strict confidentiality policy.
- <https://pwc.vpul.upenn.edu/>

The Associate Vice President and Title IX Officer (AVP):

- This office is responsible for providing strategic leadership of the University's efforts to comply with Title IX and foster gender equity. The AVP also oversees the investigation of complaints against Penn faculty, staff and enrolled students alleging violations of the Sexual Misconduct Policy.
- <https://titleixoffice.upenn.edu/>

Student Intervention Services:

- Student Intervention Services (SIS) enhances well-being, academic success, and personal growth within Penn's diverse student body through crisis intervention and prevention. SIS collaborates with multidisciplinary partners to provide support, advocacy, solutions, and coordination of services for individual students and the Penn community.

PHILADELPHIA SPECIFIC RESOURCES

AIDS Fund:

- AIDS Fund provides emergency financial assistance to people living with HIV disease and organizations providing HIV services in the Greater Philadelphia region, while providing education and increasing public awareness of HIV/AIDS issues. AIDS Fund is also the Philadelphia affiliate of The Names Project, curating panels of The AIDS Memorial Quilt for a local audience.
- <https://aidsfundphilly.org>

Attic Youth Center:

- The Attic offers a wide range of programs and services designed to provide youth with the support and skills needed to transition into independent, thriving adults. The Attic strives to have a positive impact on all aspects of youth's lives; to facilitate growth, empowerment, and resiliency; and to help youth find their voice, which is often silenced.
- <https://atticyouthcenter.org/>

Mazzoni Center:

- Provides quality comprehensive health and wellness services in an LGBTQ-focused environment while preserving the dignity and improving the quality of life of the individuals we serve.
- <https://www.mazzonicenter.org/>

COLOURS Organizations:

- To impact, improve, and empower the lives of communities of color, especially those of the African Diaspora, within the greater Philadelphia metropolitan area across all genders and sexualities. With an intentional focus on LGBTQ+ communities, through holistic wellness & safety, intersectionality, and community mobilization, we strive to support and uplift the experiences of those too often left in the margins.
- <https://coloursorganization.org>

GALAEI:

- Galaei is a Queer and Trans, Black, Indigenous, and People of Color (QTBIPOC) radical social justice organization. Continuing to serve the Latinx community, while widening our embrace, Galaei provides and facilitates Queer educational services, community wellness, and is

committed to healing historical harm. Galaei is dedicated to creating access, opportunities, sexual empowerment, and economic development for all QTBIPOC individuals while fighting systemic oppression, structural racism, discrimination, and white supremacy.

- <https://www.galaeiqtbipoc.org>

LGBT Peer Counseling Services @ William Way Community Center:

- The Peer Counseling Program of the William Way LGBT Community Center offers one-to-one counseling that is confidential and free of charge. We offer short-term, goal-oriented counseling by addressing many of the crucial issues facing members of our community
- <https://www.waygay.org/peer>

Morris Home:

- Morris Home supports trans- and gender-nonconforming individuals as they develop the knowledge, skills and supports necessary to promote sobriety, manage emotional and behavioral difficulties, choose and maintain safe and healthy lifestyles, and develop healthy relationships with peers, family and the community. Morris Home, the only residential recovery program in the country to offer comprehensive services specifically for the transgender community, provides a safe, recovery-oriented environment in which people are treated with respect and dignity.
- <https://www.rhd.org/morrishome/>

Philly Gov – Office of LGBT Affairs:

- Develop City policy regarding civil rights issues affecting LGBTQ people. Help enact policies and programs to meet the City's diversity, equity, inclusion goals. Coordinate among City departments, agencies, and offices to improve LGBTQ access to services, and to promote equity and safety for LGBTQ people. Support the growth and development of the City's LGBTQ communities and serve as a liaison between the area's LGBTQ communities and the city. Provide education about the needs of the LGBTQ community.
- <https://www.phila.gov/departments/office-of-lgbt-affairs/>
- <https://www.phila.gov/departments/philadelphia-commission-on-human-relations/>

Parent, Families and Friends of Lesbians & Gays (PFLAG):

- <https://www.pflagphila.org>

Philadelphia Family Pride:

- Philadelphia Family Pride’s mission is to build community for LGBTQ+ parents, prospective parents, grandparents and our kids of all ages – including adults, youth, kids, toddlers and infants. We support our families in the greater Philadelphia region through advocacy, education and family-centered events.
- <https://www.philadelphiafamilypride.org/about.html>

Philadelphia NOW:

- <https://www.phillynow.org>

Trans Youth Family Allies:

- TYFA empowers children and families by partnering with educators, service providers and communities, to develop supportive environments in which gender may be expressed and respected.
- <http://www.imatyfa.org/about-us.html>

Women in Transition: <https://www.helpwomen.org/our-mission-herstory>

- Offers free and confidential services in Philadelphia: telephone and crisis counseling, peer support groups, individual empowerment counseling, client advocacy and referrals, community education trainings, and WAVE empowerment self-defense classes.
- <https://www.helpwomen.org/our-mission-herstory>

Philly Asian Queer (PAQ):

- PAQ is a volunteer, social org that strives to engage queer (LGBTQIA+), Asian/Asian-American Folks within the greater Philadelphia area. Through a range of advocacy, social, and supportive programming, we commit to building and uniting our collective voices as a queer, Asian/Asian-American community
- <https://phillyasianqueer.com>

NATIONAL LEVEL RESOURCES

American Veterans for Equal Rights (AVER):

- American Veterans for Equal Rights (AVER) is a non-profit, non-partisan, chapter-based Veterans Service Organization of active, reserve, and veteran service members dedicated to full and equal rights and equitable treatment for all present and former members of the U.S. Armed Forces, especially the Lesbian, Gay, Bisexual, and Transgender current and prior military personnel who have been historically disenfranchised by armed forces policy and discriminatory laws governing military service and benefits.
- <https://aver.us>

The Asexual Visibility and education network (AVEN):

- AVEN hosts the world's largest online asexual community as well as a large archive of resources on asexuality. AVEN strives to create open, honest discussion about asexuality among sexual and asexual people alike.
- <http://www.asexuality.org>

COLAGE:

- COLAGE stands as the only national organization dedicated to the empowerment of youth in LGBTQ+ families, and celebrates thirty years of this work. We are busy building the foundation for COLAGE's next thirty years as the hub of community and activism for and by children of queer parents!
- <https://www.colage.org>

Desi LGBTQ Helpline for South Asians:

- Essentially a peer counseling hotline for south Asian queer people led by south Asian queer people
- <https://www.deqh.org>

GLAAD:

- GLAAD rewrites the script for LGBTQ acceptance. As a dynamic media force, GLAAD tackles tough issues to shape the narrative and provoke dialogue that leads to cultural change. GLAAD protects all that has been accomplished and creates a world where everyone can live the life they love.
- <https://www.glaad.org/about>

Human Rights Campaign:

- By inspiring and engaging individuals and communities, the Human Rights Campaign strives to end discrimination against LGBTQ+ people and realize a world that achieves fundamental fairness and equality for all. HRC envisions a world where lesbian, gay, bisexual, transgender and queer people plus community members who use different language to describe identity are ensured equality and embraced as full members of society at home, at work and in every community
- <https://www.hrc.org>

National Black Justice Collation:

- Since 2003, the National Black Justice Coalition (NBJC) has been America's leading national civil rights organization dedicated to the empowerment of Black lesbian, gay, bisexual, transgender, queer+, and same gender loving (LGBTQ+/SGL) people, including people living with HIV/AIDS through coalition building, federal policy change, research, and education. Our mission is to end racism, homophobia, and LGBTQ+/SGL bias and stigma. NBJC supports Black individuals, families, and communities in strengthening the bonds and bridging the gaps between the movements for racial justice and LGBTQ+/SGL equity.
- <https://nbjc.org>

National Center for Transgender Equality:

- The National Center for Transgender Equality advocates to change policies and society to increase understanding and acceptance of transgender people. In the nation's capital and throughout the country, NCTE works to replace disrespect, discrimination, and violence with empathy, opportunity, and justice.
- <https://transequality.org>

National LGBTQ Task Force:

- The National LGBTQ Task Force advances full freedom, justice and equality for LGBTQ people. We are building a future where everyone can be free to be their entire selves in every aspect of their lives. Today, despite all the progress we've made to end discrimination, millions of LGBTQ people face barriers in every aspect of their lives: in housing, employment, healthcare, retirement, and basic human rights. These barriers must go.
- <https://www.thetaskforce.org>

Services and Advocacy for LGBT Elders (SAGE):

- We make aging better for LGBTQ+ people nationwide. How? We show up and speak out for the issues that matter to us. We teach. We answer your calls. We connect—generations, each other, allies. We win. And together, we celebrate.
- <https://www.sageusa.org/what-we-do/>

Trevor Project:

- The Trevor Project is the world's largest suicide prevention and crisis interventions organization for LGBTQ+ young people
- <https://www.thetrevorproject.org/>

CONFIDENTIAL RESOURCES

The following is a list of the University's confidential resource offices. These confidential resources are not required to provide information disclosed to them about incidents of sexual misconduct to the Office of the AVP and Title IX Officer.

- [Special Services Department, Division of Public Safety](#) (for students, faculty, and staff)
- [Counseling and Psychological Services \(CAPS\)](#) (for students)
- [Student Health Services](#) (for students)
- [Penn Women's Center](#) (for students, faculty, and staff)
- [Office of the Chaplain](#) (for students, faculty, and staff)
- [Penn Violence Prevention](#) (for students)
- [Lesbian Gay Bisexual Transgender \(LGBT\) Center](#) (for students, faculty, and staff)
- [Office of the Ombuds](#) (for students, faculty, and staff)
- [African-American Resource Center](#) (for students, faculty, and staff)
- [Employee Assistance Program](#) (for faculty and staff)

CITATION APPENDIX

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2. Conard, L.A.E. and S.B. Schwartz, *Supporting and Caring for Transgender and Gender-Expansive Individuals in the Dental Practice*. *J Dent Child (Chic)*, 2019. **86**(3): p. 173-179.
3. Discepolo, K. and N. Aquino, *Considerations for Transgender Patients Requiring Dental Rehabilitation*. *J Dent Child (Chic)*, 2022. **89**(1): p. 46-51.
4. Lady, S.D. and K.D. Burnham, *Sexual Orientation and Gender Identity in Patients: How to Navigate Terminology in Patient Care*. *J Chiropr Humanit*, 2019. **26**: p. 53-59.
5. National Academies of Sciences, E. and Medicine (2022). *Measuring Sex, Gender Identity, and Sexual Orientation*. Washington, DC, The National Academies Press.
6. Russell, S. and F. More, *Addressing Health Disparities via Coordination of Care and Interprofessional Education: Lesbian, Gay, Bisexual, and Transgender Health and Oral Health Care*. *Dent Clin North Am*, 2016. **60**(4): p. 891-906.
7. Tharp, G., M. Wohlford, and A. Shukla, *Reviewing challenges in access to oral health services among the LGBTQ+ community in Indiana and Michigan: A cross-sectional, exploratory study*. *PLoS One*, 2022. **17**(2): p. e0264271.