

\*One and a half (1.5) hours for Social Work CEU has been approved for this session.

**Promoting Respectful and Inclusive Serious Illness Care for the LGBTQ+ Community:  
Practice, Research, and Policy Perspectives**

**In-person and Virtual**

This session will present clinical and policy issues related to best practices in providing healthcare to seriously ill persons who identify as LGBTQ+. The first presentation will address clinician knowledge gaps in providing LGBTQ+ affirming care, including updates to language, legislation, and best practices with the LGBTQ+ population and families. The second presentation, will present findings from Project Respect that describe specific ways in which healthcare was disrespectful and inadequate due to sexual orientation and gender identity. These findings may inform staff training, practice, and institutional and public policy including policy barriers to respectful and non-discriminatory care. The third presentation focuses on care towards transgender and gender diverse communities. Guiding principles for providing inclusive and affirming care with a multidimensional framework using the biopsychosocial, cultural, and spiritual approach will be presented. LEARNING OBJECTIVES

After attending this session, participants will be able to:

1. Describe current terminology and critical concepts regarding the LGBTQ+ community and apply a framework of cultural humility when approaching practice with the LGBTQ+ population in chronic and terminal illness settings.
2. Describe disrespectful and inadequate care to seriously ill persons who identify as LGBTQ+ and their partners.
3. Describe the multidimensional framework and best practices for providing inclusive and affirming healthcare to seriously ill persons who identify as LGBTQ+.

Speakers Bio:

**Cathy Berkman, PhD, MSW**, is a Professor at Fordham University Graduate School of Social Service. She is the Director of the Palliative Care Fellowship, Chair of the Research Area at the Graduate School of Social Service, and Chair of the Institutional Review Board for Fordham University. Her current research focuses on several areas: 1) the experience of seriously ill persons who identify as LGBTQ+ and their partners with receiving healthcare; 2) the knowledge, attitudes, behaviors of Asian American older adults about advance care planning; their preferences for end-of-life care; and their preferences for communication about diagnosis, prognosis, and treatment with their healthcare providers and family; and 3) the experience of healthcare social workers of color in their workplace. She teaches courses in research methods and statistics in the MSW and PhD program at Fordham.

Dr. Berkman received an MSW from Boston University and a PhD in epidemiology and public health from Yale University. She was an NIMH post-doctoral fellow in psychiatric epidemiology and a clinical instructor at Columbia University School of Public Health and the Center for Geriatrics and Gerontology before joining the faculty at Fordham.

**Noelle Marie Javier, MD** is an Associate Professor of Medicine at the Icahn School of Medicine at Mount Sinai, Brookdale Department of Geriatrics and Palliative Medicine in New York City. She is a graduate of the University of the Philippines College of Medicine Class of 2002. She finished her residency in Internal Medicine at both Long Island College Hospital, Brooklyn, New York and Jersey City Medical Center, Jersey City, New Jersey. She completed her two-year post-graduate fellowship training in both Geriatric Medicine and Hospice and Palliative Medicine at the University of Michigan Ann Arbor in 2009. She then joined the faculty at the Warren Alpert School of Medicine at Brown University in Providence, Rhode Island before being recruited by the Mount Sinai Health System. In her current capacity as a clinician, educator, and scholar at Mount Sinai, much of her time is spent conducting inpatient consultative service for both subspecialties as well as assistance with the hospital medicine teams. Apart from her clinical duties, she has had opportunities to conduct research, publish, and present at local, regional, national, and international conferences such as the GLMA Annual Conference, American Geriatrics Society (AGS), the American Academy of Hospice and Palliative Medicine (AAHPM), and the International Congress in Palliative Care (ICPC). Her areas of scholarly interest include wound care, pain management, medical education, palliative care in the nursing home, rehabilitation in palliative care, pediatric palliative care, and inclusive and affirming geriatric and palliative care for the LGBTQ population.

**Adam Schoenfarber LCSW, APHSW-C** is the lead palliative care social worker at Westchester Medical Center in Valhalla, New York. He teaches at Fordham Graduate School of Social Work. Previously, Adam was a Social Work Team Manager at MJHS Hospice and Palliative Care where he cared for pediatric and adult patients, while supporting their families and loved ones.

Adam's clinical practice focuses on the use of existential and narrative interventions, and motivational interviewing. Adam co-authored the Fordham Graduate School of Social Work online palliative social work curriculum. He has published chapters in the Oxford Textbook of Palliative Social Work and Springer Nature's The Practice of Clinical Social Work in Healthcare. He serves as a reviewer for the Journal of Social Work in End-of-Life & Palliative Care.

Adam has presented nationally for the American College of Physicians, the American Academy of Hospice and Palliative Medicine, the Social Work Hospice and Palliative Care Network, the National Hospice and Palliative Care Organization, and the National Association of Social Workers. His interests focus on disenfranchised, marginalized communities, and ensuring that end-of-life providers can provide relevant, patient and family-centered, and culturally affirmative care.

Adam completed his MSSW at Columbia University School of Social Work in 2012. He holds a BA from University of Massachusetts- Amherst where he studied English, comparative literature, and religious studies. He continues to honor that degree by helping the families with whom he works to develop and understand their own narratives and how to shape the stories they tell about themselves.