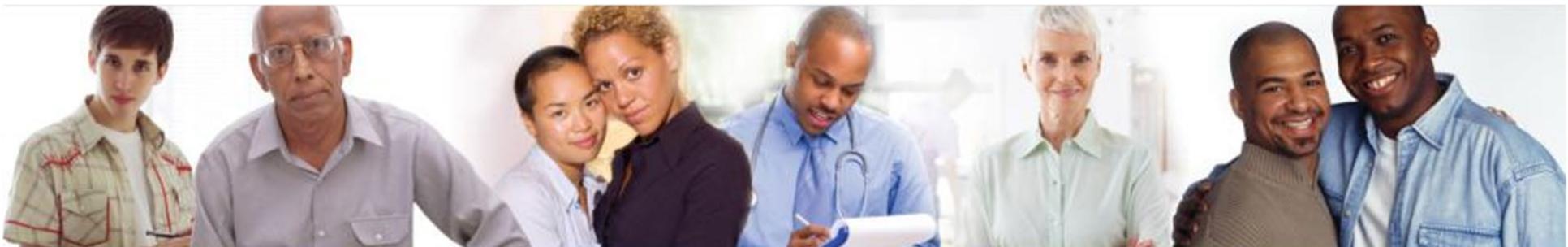




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# Creating An Inclusive and Welcoming Health Care Environment for SGM People

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Medical School

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# Continuing Medical Education Disclosure

- Program Faculty: Alex S. Keuroghlian, MD, MPH;
- Current Position: Director, The National LGBT Health Education Center; Associate Professor of Psychiatry, Harvard Medical School
- Disclosure: No relevant financial relationships. Presentation does not include discussion of off-label products.

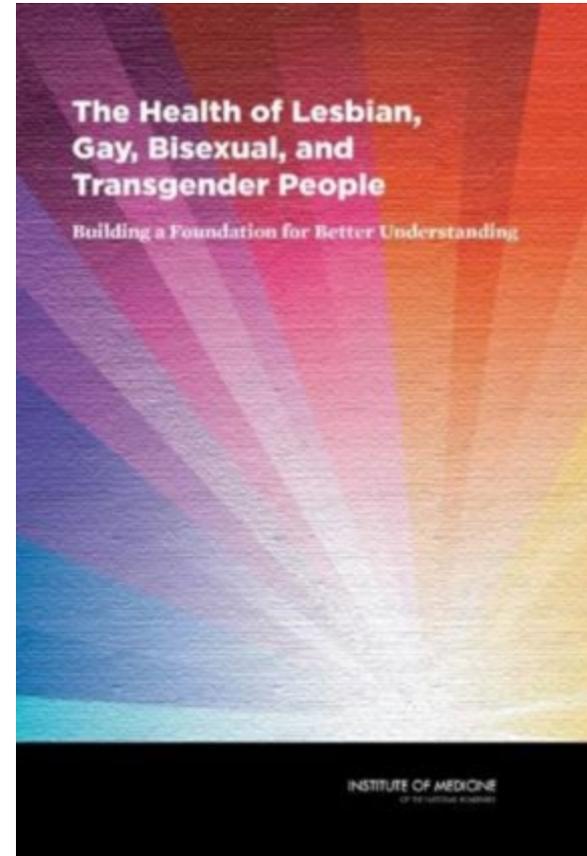
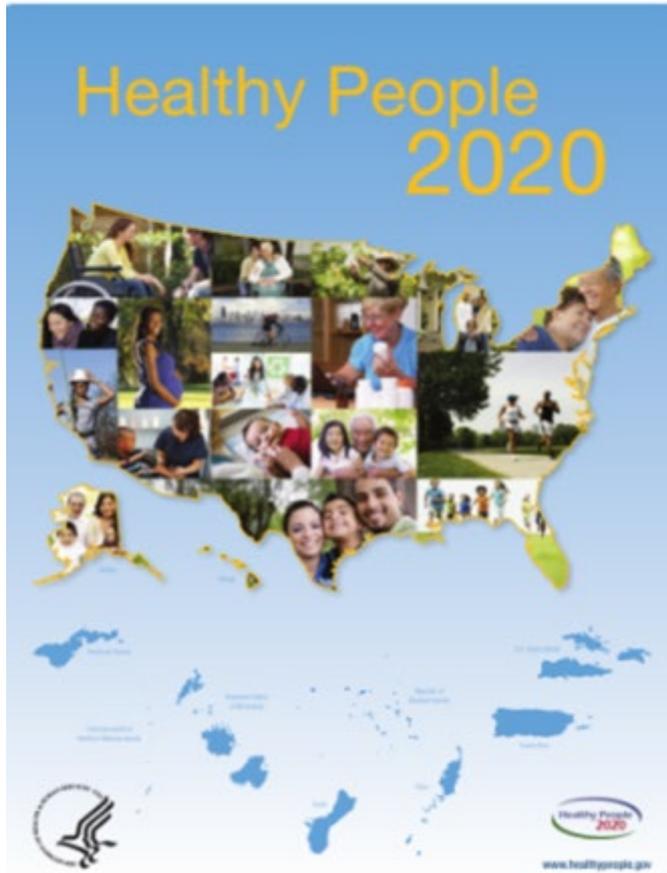
# Learning Objectives

This presentation will enable you to:

- 1) Explain basic concepts and terminology related to sexual orientation, gender identity, and sex development
- 2) Understand how policies, processes and forms contribute to creating an SGM-inclusive environment
- 3) Describe at least three strategies that you can use for implementing a more SGM-inclusive environment



# Why Programs for SGM People?



# L,G,B,T,Q,I,A,+ Concepts and Terms



# Gender Identity and Sexual Orientation: The Basics





## Sex Assigned at Birth



Female

Intersex

Male

# Sexual Orientation and Gender Identity are Not the Same

- All people have a sexual orientation and gender identity
  - How people identify can change
  - Terminology varies
- Gender Identity  $\neq$  Sexual Orientation



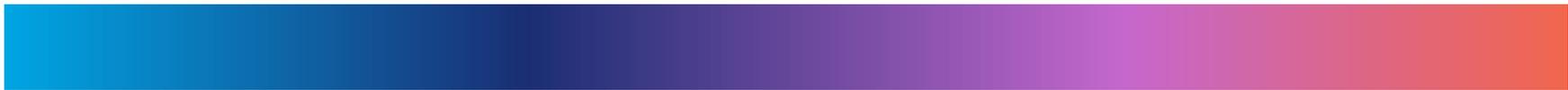
# Gender Identity and Gender Expression

- Gender identity
  - A person's inner sense of being a girl/woman, boy/man, something else, or having no gender
  - All people have a gender identity
- Gender expression
  - How one presents themselves through their behavior, mannerisms, speech patterns, dress, and hairstyles
  - May be on a continuum

A complete glossary of terms is available at [www.lgbthealtheducation.org/publication/lgbt-glossary/](http://www.lgbthealtheducation.org/publication/lgbt-glossary/)

# Gender Identity Terminology

- Transgender: gender identity differs from traditional expectations based on the assigned sex at birth
- Possible terminology
  - Transgender woman, trans woman (avoid 'male-to-female,' 'MTF')
  - Transgender man, trans man, (avoid 'female-to-male,' 'FTM')
- Non-binary
  - Genderqueer person, gender fluid person
- Trans masculine, Trans feminine
- Gender identity exists on a continuum





# Gender Identity



Woman

Genderqueer

Man

Gender Nonconforming

Trans woman

Non-binary

Trans man

Genderfluid

Third Gender

Agender

Bigender



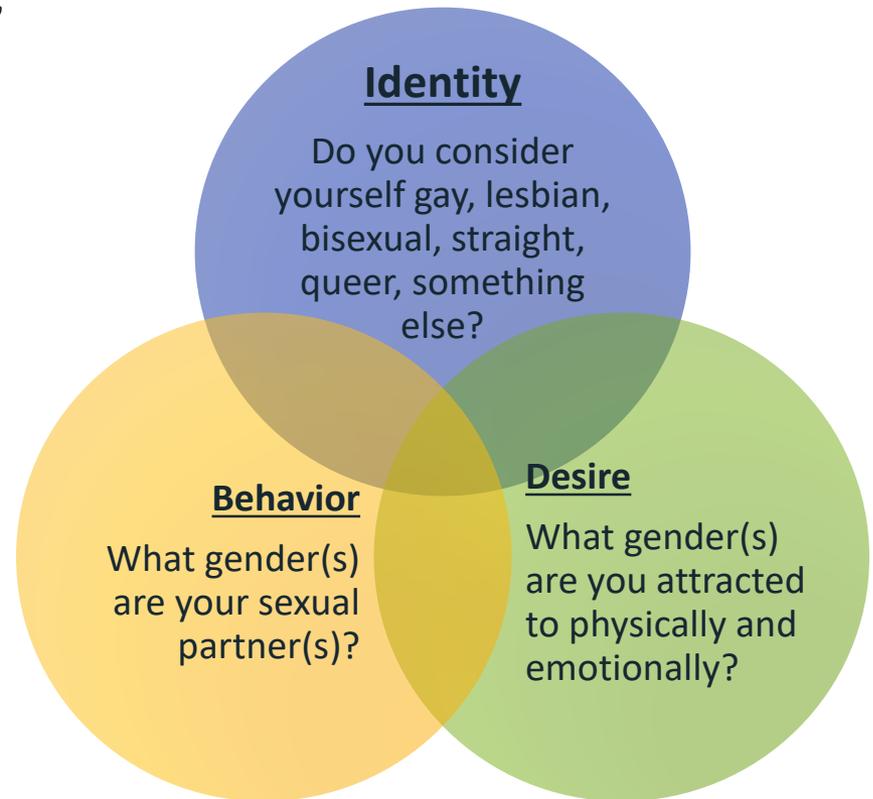
## Transgender Continuum

## Gender Minorities

# Sexual Orientation

- Sexual orientation: how a person identifies their physical, emotional and romantic attachments to others
- Desire
- Behavior
  - Women who have sex with women- WSW (WSWM)
  - Men who have sex with men- MSM (MSMW)
- Identity
  - e.g., straight, gay, lesbian, bisexual, queer, asexual, pansexual

## Dimensions of Sexual Orientation:



# What Does 'Q' Stand For?

- 'Q' may reflect someone who is 'questioning' their sexual orientation or gender identity
- 'Q' may stand for 'queer,' historically derogatory, now used by many people with great pride to state they are not straight but also don't necessarily identify with gay, lesbian or bisexual identities. Often used as an inclusive term for identification by SGM people more broadly.

# Population Health: Ending SGM Invisibility in Health Care

- Has a clinician ever asked you about your history of sexual health, your sexual orientation or your gender identity?
- How often do you talk with your patients about their sexual history, sexual orientation, or gender identity?



# Appropriate Screening: Rodrigo's Story

- 40-year-old trans man who came in with pelvic pain and spotting
- A biopsy determined that Rodrigo had cervical cancer
- No one had told Rodrigo that he needed routine cervical pap tests



# Preparing to Serve SGM People

- **Clinicians:** Need to learn about SGM health and the range of experiences related to sexual orientation, gender identity, and sex development.
- **Non-clinical staff:** Front desk and patient registration staff must also receive training on SGM health, communicating with SGM patients, and achieving quality care with diverse patient populations
- **Patients:** Need to learn about why it is important to communicate this information, and feel comfortable that it will be used appropriately

# Responding to Staff Concerns

- Some staff may need extra coaching and reassurance
- Supervisors should explain that the health center is trying to provide the best care for all patients, and staff do not need to change their own values to serve SGM people
- Regular check-ins with staff members will help identify and address their concerns

# Training All Staff in LGBTQIA+ Cultural Responsiveness



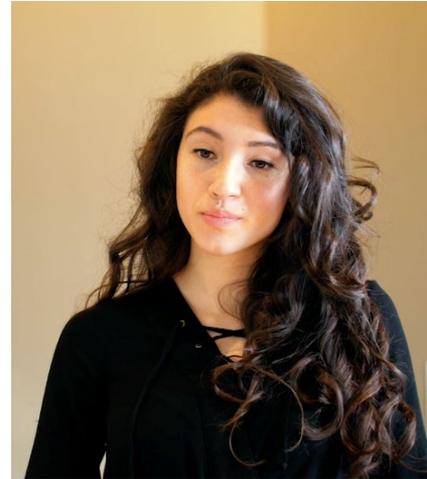
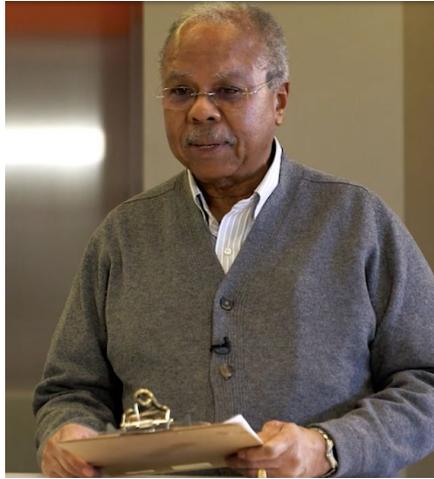
## Learning to Address Implicit Bias Towards LGBTQ Patients: Case Scenarios

September 2018

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- LGBTQIA+ concepts and common terms
- LGBTQIA+ health disparities
- Implicit Bias
- Sensitive and effective communication
- SOGI data collection
- Confidentiality and privacy

# Demonstration Videos for Training Staff



# Sexual Orientation and Gender Identity (SOGI) Patient Pamphlets

**New Sexual Orientation and Gender Identity Questions:**  
Information for Patients



We recently added new questions about sexual orientation and gender identity to our registration forms.

Our health center thinks it is important to learn this information from our patients. Inside are some frequently asked questions about why we are asking these questions and how the information will be used.

**English**

**أسئلة حول التوجه الجنسي الجديدة والهوية الجندرية:**  
معلومات حول المرضى



**قمنا بإضافة أسئلة جديدة حول التوجه الجنسي والهوية الجندرية إلى نماذج التسجيل.**

يعتقد المركز الصحي لدينا أنه من المهم معرفة هذه المعلومات من مرضائنا. توجد في الداخل بعض الأسئلة الأكثر شيوعًا حول غايتنا من طرح هذه الأسئلة وكيف سيتم استخدام هذه المعلومات.

**Arabic**

**Novas perguntas sobre orientação sexual e identidade de gênero:**  
Informação aos pacientes



**Recentemente, adicionamos novas perguntas sobre orientação sexual e identidade de gênero aos nossos formulários de inscrição.**

Nosso centro de saúde acredita que é importante aprender estas informações de nossos pacientes. Dentro deste folheto estão perguntas frequentes sobre porque estamos fazendo essas perguntas e como essa informação será usada.

**Brazilian Portuguese**

**有关性取向和性别认同的新问题:**  
向患者提供的信息



**我们近期在我们的登记表中增加了一些有关性取向和性别认同的新问题。**

我们的健康中心认为，向我们的患者了解此类信息很重要。我们在手册中列出了一些常见问题，以说明我们为什么要了解这些信息以及我们将如何使用这些信息。

**Simplified Chinese**

**Nouvo kesyon sou preferans seksyèl epi sou idantite seksyèl :**  
Enfòmasyon pou pasyan

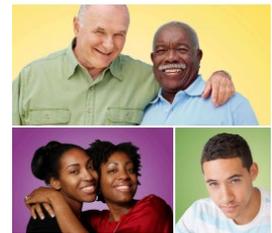


**Tou dènyèmman la, nou ajoute, nan fòmilyè enskripsyon nou yo, nouvo kesyon sou oryantasyon seksyèl epi sou idantite jann.**

Dispansè nou an panse li enpòtan pou n konn enfòmasyon sa yo sou pasyan nou yo. Gen andedan kesyon moun poze souvan sou pouki nou poze kesyon sa yo ak kijan enfòmasyon yo ap itilize.

**Haitian Creole**

**Nuevas preguntas sobre la orientación sexual y la identidad de género:**  
Información para pacientes



**Recientemente hemos añadido nuevas preguntas sobre la orientación sexual y la identidad de género a nuestros formularios de registro.**

Nuestro centro de salud cree que es importante que conozcamos esta información sobre nuestros pacientes. A continuación, se encuentran algunas preguntas frecuentes sobre por qué estamos haciendo estas preguntas y cómo se usará esta información.

**Spanish**



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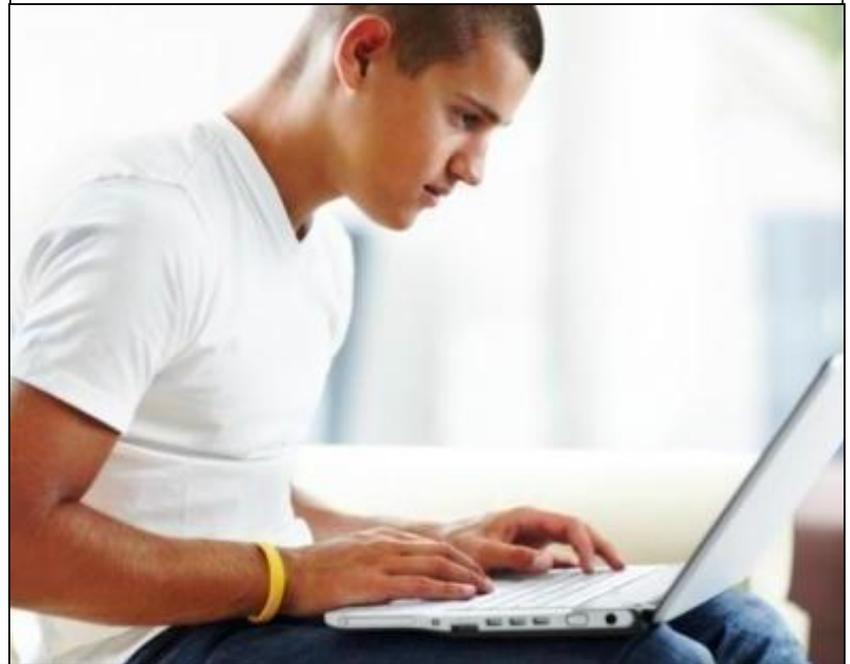
# Asking About Sexual Orientation

<p><b>1. Which of the categories best describes your current annual income? Please check the correct category:</b></p> <p><input type="checkbox"/> &lt;\$10,000  <input type="checkbox"/> \$10,000–14,999  <input type="checkbox"/> \$15,000–19,999  <input type="checkbox"/> \$20,000–29,999  <input type="checkbox"/> \$30,000–49,999  <input type="checkbox"/> \$50,000–79,999  <input type="checkbox"/> Over \$80,000</p>	<p><b>2. Employment Status:</b></p> <p><input type="checkbox"/> Employed full time  <input type="checkbox"/> Employed part time  <input type="checkbox"/> Student full time  <input type="checkbox"/> Student part time  <input type="checkbox"/> Retired  <input type="checkbox"/> Other _____</p>	<p><b>3. Racial Group(s):</b></p> <p><input type="checkbox"/> African American/Black  <input type="checkbox"/> Asian  <input type="checkbox"/> Caucasian  <input type="checkbox"/> Multi racial  <input type="checkbox"/> Native American/Alaskan Native/Inuit  <input type="checkbox"/> Pacific Islander  <input type="checkbox"/> Other _____</p>	<p><b>4. Ethnicity:</b></p> <p><input type="checkbox"/> Hispanic/Latino/Latina  <input type="checkbox"/> Not Hispanic/Latino/Latina</p> <p><b>5. Country of Birth:</b></p> <p><input type="checkbox"/> USA  <input type="checkbox"/> Other _____</p>
<p><b>6. Language(s):</b></p> <p><input type="checkbox"/> English  <input type="checkbox"/> Español  <input type="checkbox"/> Français  <input type="checkbox"/> Português  <input type="checkbox"/> Русский</p>	<p><b>7. Do you think of yourself as:</b></p> <p><input type="checkbox"/> Lesbian, gay, or homosexual  <input type="checkbox"/> Straight or heterosexual  <input type="checkbox"/> Bisexual  <input type="checkbox"/> Something Else  <input type="checkbox"/> Don't know</p>	<p><b>8. Marital Status:</b></p> <p><input type="checkbox"/> Married  <input type="checkbox"/> Partnered  <input type="checkbox"/> Single  <input type="checkbox"/> Divorced  <input type="checkbox"/> Other _____</p> <p><b>8. Veteran Status:</b></p> <p><input type="checkbox"/> Veteran  <input type="checkbox"/> Not a veteran</p>	<p><b>1. Referral Source:</b></p> <p><input type="checkbox"/> Self  <input type="checkbox"/> Friend or Family Member  <input type="checkbox"/> Health Provider  <input type="checkbox"/> Emergency Room  <input type="checkbox"/> Ad/Internet/Media/Outreach Worker/School  <input type="checkbox"/> Other _____</p>

# Asking About Gender Identity

- What is your current gender identity?
  - Male
  - Female
  - Transgender Male/Trans Man/FTM
  - Transgender Female/Trans Woman/MTF
  - Gender Queer
  - Additional Category (please specify)  
\_\_\_\_\_
- What sex were you assigned at birth?
  - Male
  - Female
  - Decline to Answer

- What name do you go by?
- What name is on your insurance records?
- What are your pronouns (e.g. she/her, he/him, they/them)?



# Responding to Patient Concerns About SOGI Questions



# Pronouns

People may have a range of pronouns, including she/her/hers and he/him/his, as well as less-common pronouns such as they/them/theirs and ze/hir/hirs (pronounced zee/hear/hears).



Subjective	Objective	Possessive	Examples
He	Him	His	He is in the waiting room. The doctor is ready to see him. That chart is his.
She	Her	Hers	She is in the waiting room. The doctor is ready to see her. That chart is hers.
They	Them	Theirs	They are in the waiting room. The doctor is ready to see them. That chart is theirs.
Ze	Hir	Hirs	Ze is in the waiting room. The doctor is ready to see hir. That chart is hirs.

# Talking with a Patient about Non-binary Pronouns



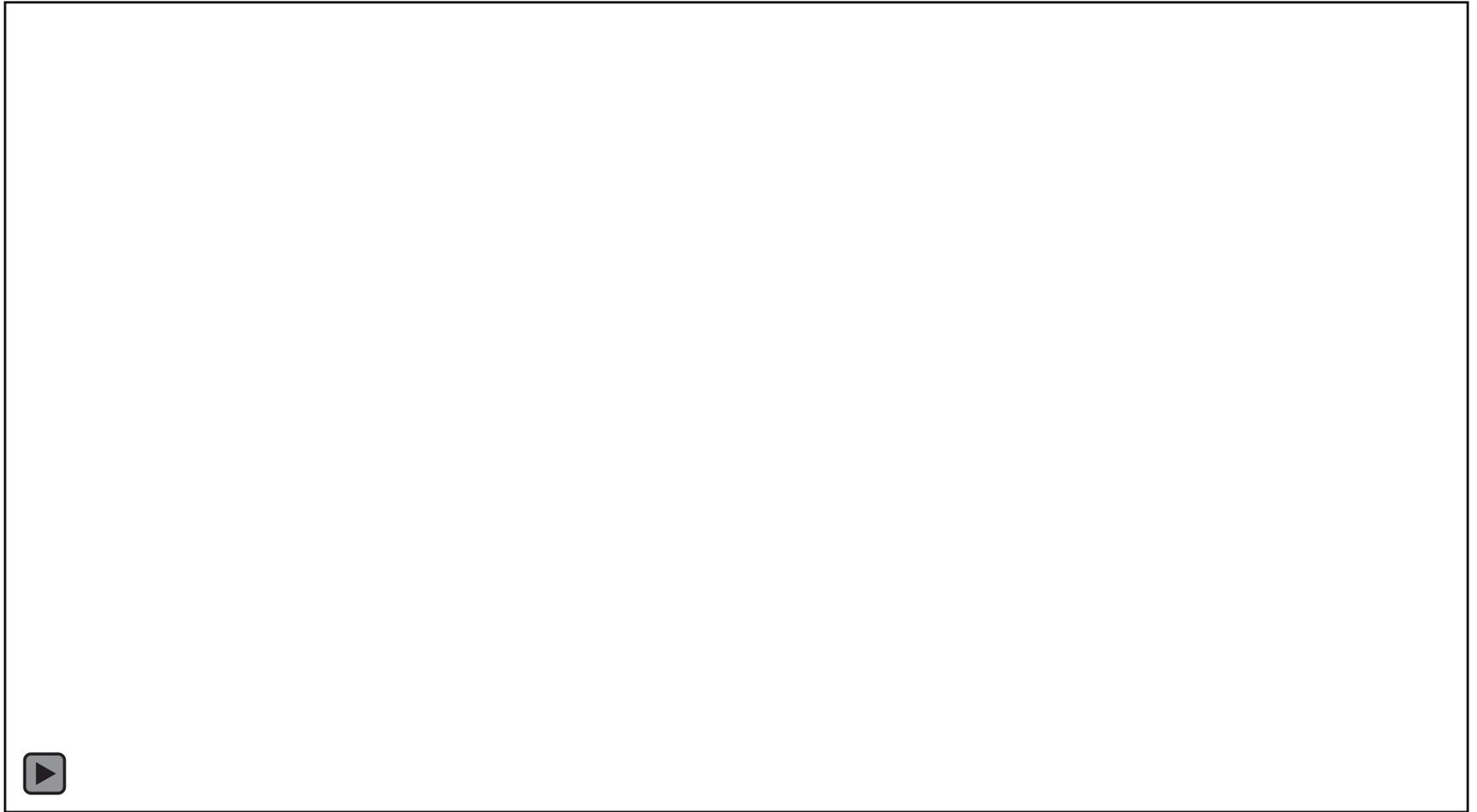
# Clinician Asking a Patient about Sexual Orientation and Gender Identity



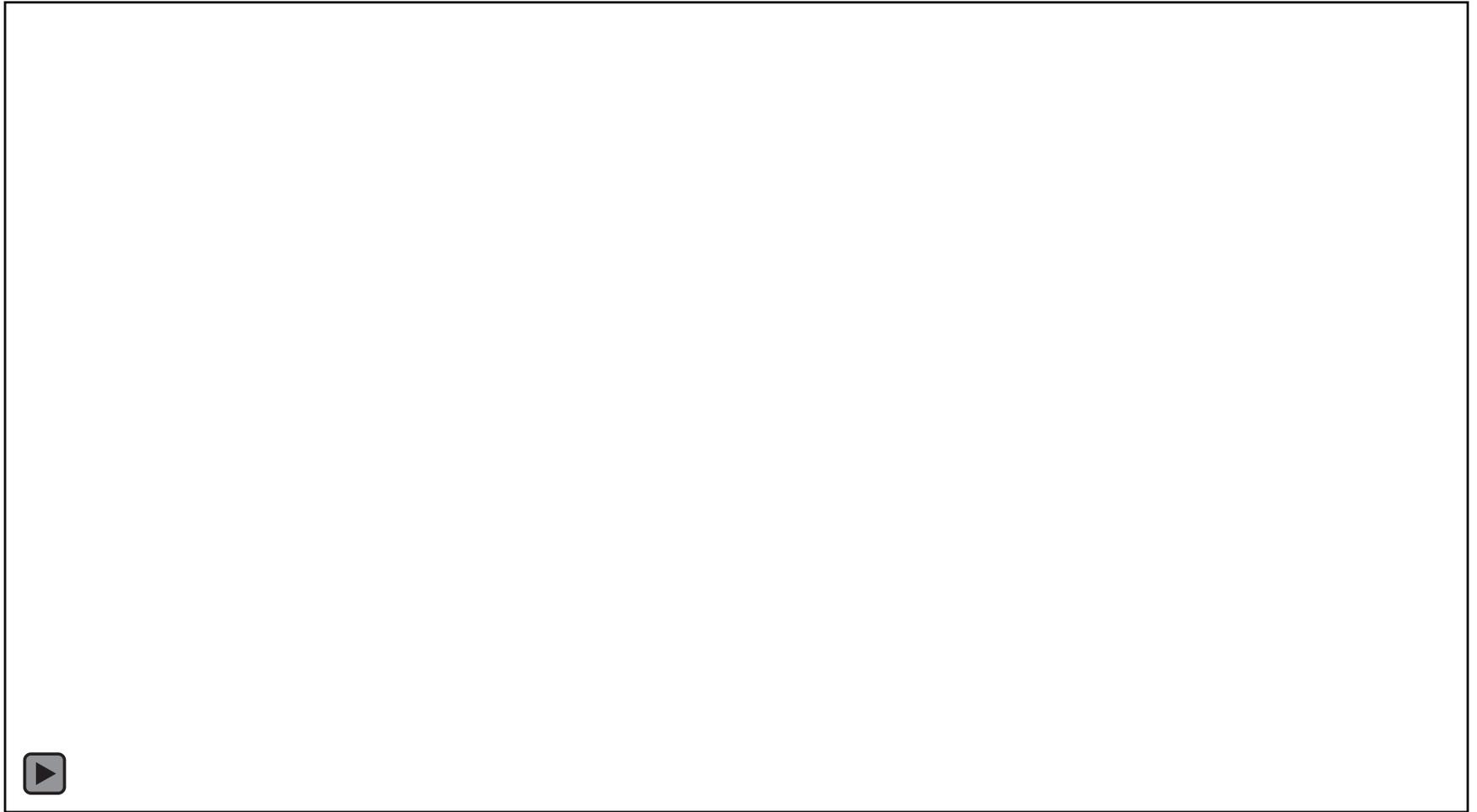
# Discussing SOGI with Pediatric Patients

- At what age do you start?
  - Recommend discussing GI early, even as young as 3 years old
  - Recommend discussing SO from 13+ years old
- Are parents answering these questions?
  - Potential bias

# Talking with a Parent and Child about Gender Identity



# Talking with an Adolescent About Gender Identity



# Anticipating and Managing Expectations

- LGBTQIA+ people have a history of experiencing stigma and discrimination in diverse settings
- Don't be surprised if a mistake results in a patient becoming upset
- Don't personalize the reaction
- Apologizing when patients become upset, even if what was said was well-intentioned, can help defuse a difficult situation and re-establish a constructive dialogue

# Avoiding Assumptions

- You cannot assume someone's gender identity or sexual orientation based on how they look or sound.
- To avoid assuming gender identity or sexual orientation with new patients:
  - *Instead of:* "How may I help you, sir?"
  - *Say:* "How may I help you?"
  - *Instead of:* "He is here for his appointment."
  - *Say:* "The patient is here in the waiting room."
  - *Instead of:* "Do you have a wife?"
  - *Say:* "Are you in a relationship?"
  - *Instead of:* "What are your mother's and father's names?"
  - *Say:* "What is your guardian's name?"

# Keeping Up with Terminology

- Obvious “don’ts” include
  - Use of any disrespectful language
  - Gossiping about a patient’s appearance or behavior
  - Saying things about someone not necessary for their care:
    - “You look great, you look like a real woman/real man!”
    - “You are so pretty I cannot believe you are a lesbian!”

Avoid these Outdated Terms (in English)	Consider these Terms Instead
Homosexual	Gay, lesbian, bisexual, or LGBTQIA+
Transvestite; Transgendered	Transgender
Sexual preference; Lifestyle choice	Sexual orientation

# Putting What You Learn into Practice....

- If you are unsure about a patient's name or pronouns:
  - *"I would like to be respectful—what are your name and pronouns?"*
- If a patient's name doesn't match insurance or medical records:
  - *"Could your chart/insurance be under a different name?"*
  - *"What is the name on your insurance?"*
- If you accidentally use the wrong term or pronoun:
  - *"I'm sorry. I didn't mean to be disrespectful."*

# Registration Staff Helping a Patient Who Has Changed Name



# Creating a Welcoming and Inclusive Environment for Caring, Working and Learning



# The Board and Senior Management Are Actively Engaged

- Proactive efforts are essential to build an environment that is inclusive for LGBTQIA+ people.
- Engaged leadership from both the Board and senior management is critical.
- Leadership can set a tone and build LGBTQIA+ inclusiveness as part of a commitment to equitable care for all. They also need to provide resources to create change.
- Staff champions also need to be involved in designing and implementing change.

# Non-Discrimination Policies for LGBTQIA+ People

- Patient and employee non-discrimination policies should include sexual orientation, gender identity, and gender expression.
- These policies should be known by all, and recourse when questions of discrimination are raised should be both clearly laid out and accessible.
- Nondiscrimination policies are now required by The Joint Commission: [www.jointcommission.org/lgbt/](http://www.jointcommission.org/lgbt/)

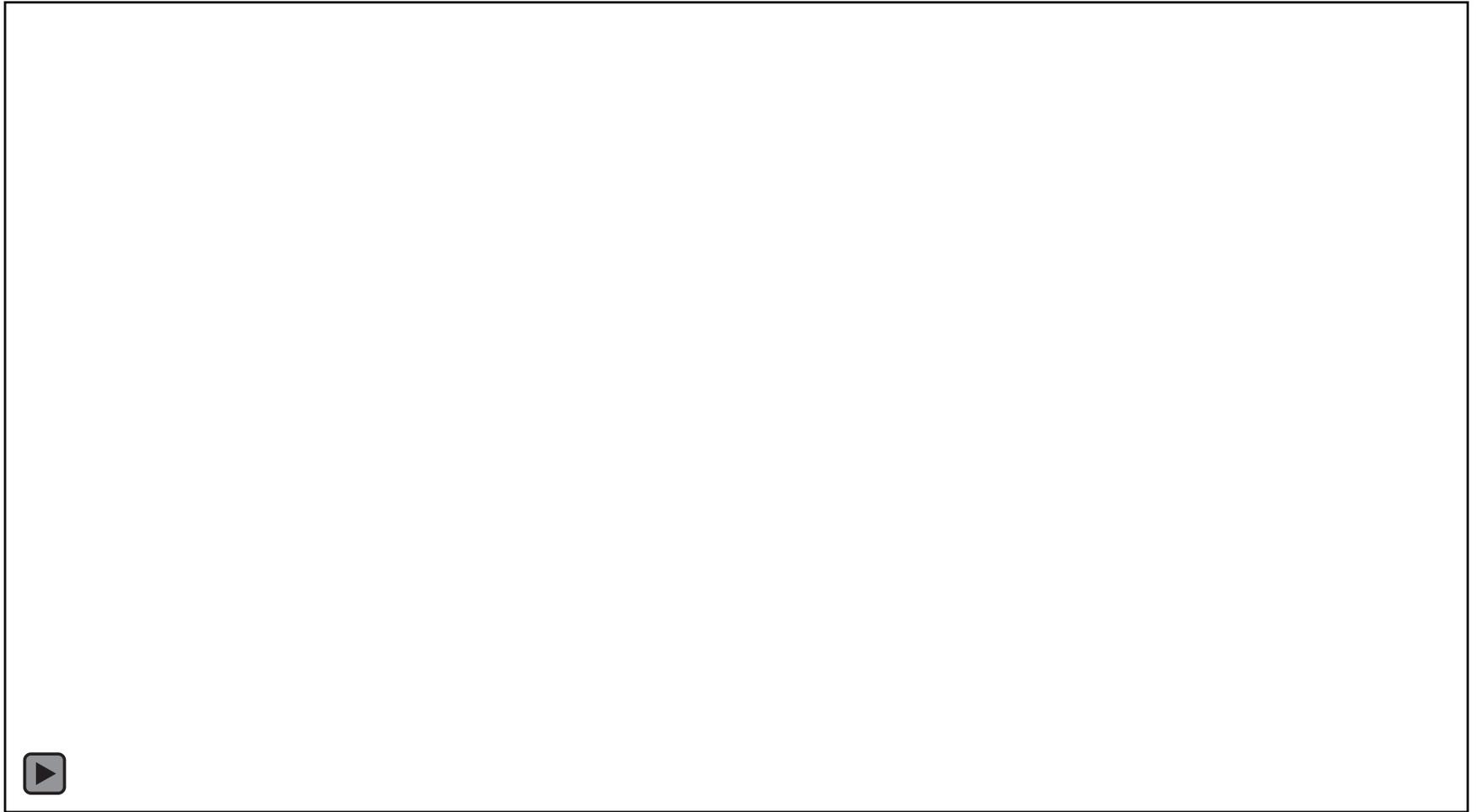
# Providing Restrooms for All Genders



# Accountability

- Creating an environment of accountability and respect requires everyone to work together
- Don't be afraid to politely correct your colleagues if they make insensitive comments
  - *“Those kinds of comments are hurtful to others and do not create a respectful work environment.”*

# Accountability



# Defining Families for LGBTQIA+ People

We recommend defining families as broadly as possible so that partners, children, and even friends who have no legal status are included in accordance with patients' wishes.



# Inclusive Registration and Medical History Forms

Avoid these terms...	Replace with...
Mother/Father	Parent/Guardian
Husband/Wife	Spouse/Partner(s)
Marital Status	Relationship Status
Family History	Blood Relatives
Nursing Mother	Currently Nursing
Female Only/Male Only	Allow patients to choose <i>not applicable</i> .



Focus on Forms and Policy:

**Creating an Inclusive Environment  
for LGBT Patients**

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# Discussing Registration Forms with Patients



# Gender-inclusive Diagrams

- Images that have a specific gender may limit identification of certain medical issues
- Use gender-inclusive images to document areas of concern

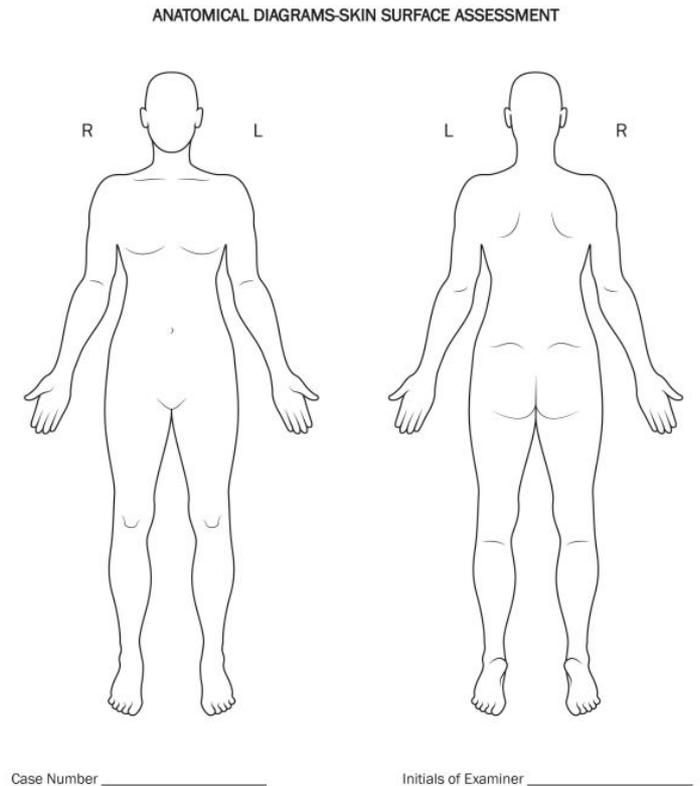
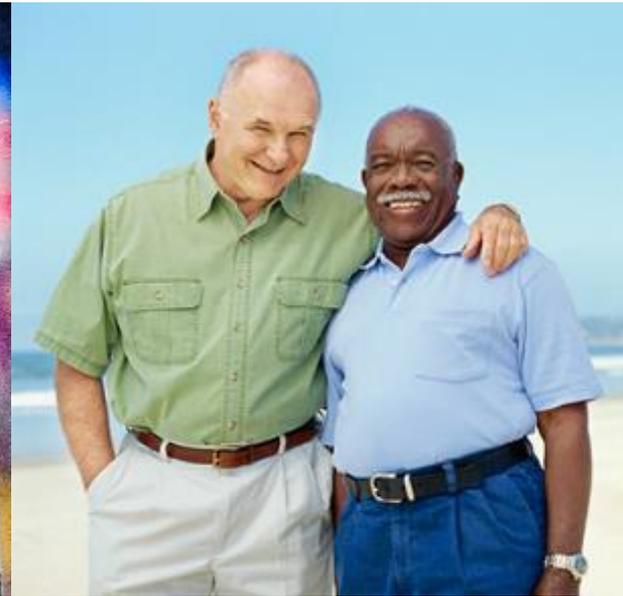


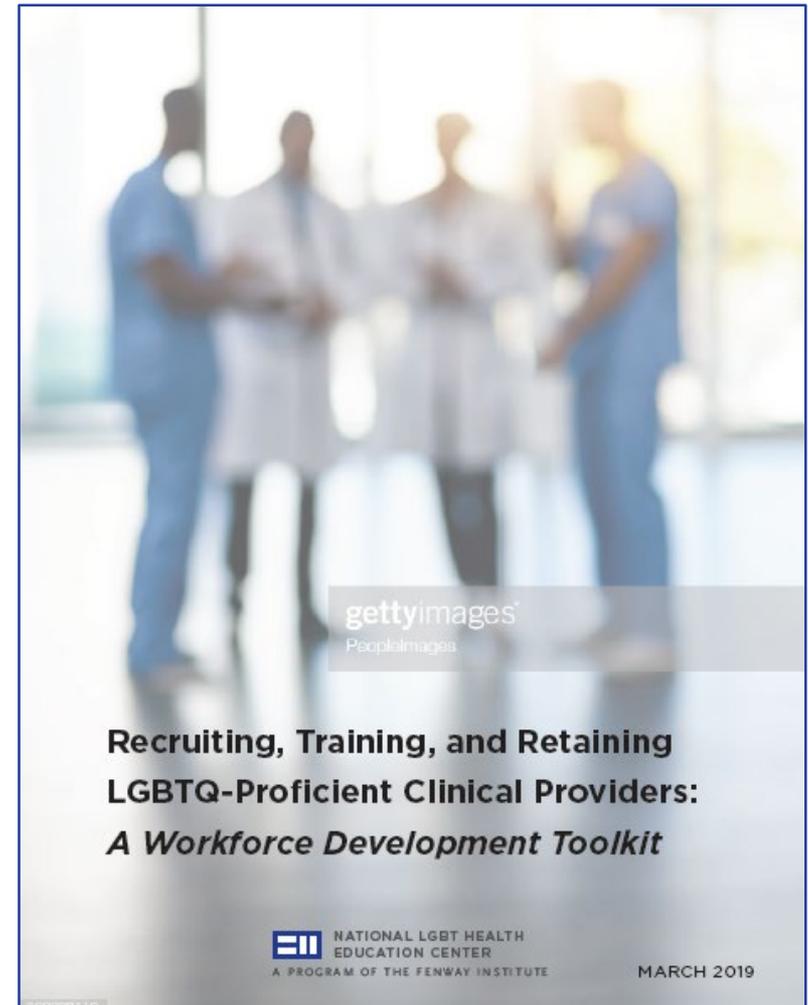
Image by: Katja Tezlaff  
(<https://ktetzlaff.com/tag/transgender/#jp-carousel-456>)

# Adding Affirmative Imagery and Content to Education and Marketing Materials



# Building a Workforce Culturally Responsive to LGBTQIA+ Needs

- Recruitment
- Interview Process
- Training
- Professional Development
- Mentorship
- Benefits
- Retention



# Community Engagement and Outreach

- Patient advisory boards
- Community satisfaction surveys
- Peer support and navigation services
- Co-sponsor LGBTQIA+ events & talks with community-based organizations







The National LGBT Health Education Center provides educational programs, resources, and consultation to health care organizations with the goal of optimizing quality, cost-effective health care for lesbian, gay, bisexual, and transgender (LGBT) people.

The Education Center is a part of The Fenway Institute, the research, training, and health policy division of Fenway Health, a Federally Qualified Health Center, and one of the world's largest LGBT-focused health centers.



Advice from one health care provider to another.

JANUARY 18, 2017



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 [www.acponline.org/fenway](http://www.acponline.org/fenway)



TRANSGENDER TRAINING FOR  
HEALTHCARE PROVIDERS

