

## Checklist for Recommendations (Template 5.1)

**Overall Directions:** As part of the organizational assessment, complete this form regularly to document current capacity and implement policies and practices per the five recommendation areas.

# Checklist for Recommendations to Improve Primary Care for Sexual and Gender Minority Patients

### Introduction

This checklist reflects the five categories of recommendations for culturally competent and affirming primary care practices for sexual and gender minority (SGM) patients described in this toolkit. Systematic reviews of existing guidelines and practices, the Human Rights Campaign Foundation's Health Equity Index, and suggestions from our own Scientific Advisory Board inform this checklist.<sup>1,2,3</sup> The checklist presents several discreet items or actions under each recommendation area that your clinic can implement to improve primary care for SGM people. The list of items under each recommendation is not exhaustive and can contain many additional steps depending on each clinical context and available resources. For this reason, the Implementation Team should feel free to add to the checklist to tailor it to the clinic and its community of patients. This checklist is the most effective when recommendations are implemented following an initial organizational assessment to identify organizational and structural factors that might affect the uptake of these recommendations at the clinic.

### Toolkit Recommendation Areas

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Recommendation Area 1:	Adopt affirmative policies and procedures
Recommendation Area 2:	Create a welcoming physical environment
Recommendation Area 3:	Document sexual orientation and gender identity information
Recommendation Area 4:	Provide ongoing training for all employees in SGM cultural competency, including use of supportive language
Recommendation Area 5:	Initiate workforce development to encourage delivery of high-quality services for SGM patients

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### List of Abbreviations Used in This Document

EHR – Electronic Health Record

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<sup>1</sup> McNair, R. P., & Hegarty, K. (2010). Guidelines for the primary care of lesbian, gay, and bisexual people: A systematic review. *The Annals of Family Medicine*, 8(6), 533-541.

<sup>2</sup> Klein, D. A., Paradise, S. L., & Goodwin, E. T. (2018). Caring for transgender and gender-diverse persons: What clinicians should know. *American Family Physician*, 98(11), 645-653.

<sup>3</sup> Human Rights Campaign (HRC) Foundation. (2020). Healthcare Equality Index Resource Guide Washington DC: HRC Foundation. Retrieved from <https://www.thehrcfoundation.org/professional-resources/hei-resource-guide>.

**HIV** – Human Immunodeficiency Virus

**PrEP/PEP** – Pre-exposure prophylaxis/post-exposure prophylaxis

**SGM** – Sexual and Gender Minorities

**SO/GI** – Sexual Orientation/Gender Identity

### ***Glossary of Key Terms Used in This Document***

**Gender-Affirming Care:** Health care that is accessed and used to affirm a person’s gender identity and expression, including hormone therapy and surgical interventions.

**Gender-Diverse/Expansive:** People whose experience of gender falls outside the binary or who identify as something other than male or female. For many, use of gender-diverse or expansive replaces “gender nonconforming” and is preferred for describing variation in gender identity without defining it as outside the norm.

**Gender Expression:** The external characteristics and behaviors defined in society as masculine, feminine, and androgenous, such as dress, grooming, mannerisms, speech patterns, and social interactions. This includes both things people choose to express and things like physical mannerisms that may be unconscious. People may express gender differently in various contexts, and their gender expression may or may not fully align with their gender or sex designated at birth.

**Gender Identity:** A person's deeply-felt identification as male/man/boy, female/woman/girl, or something else. Gender identity may or may not correspond to the sex designated at birth.

**Gender Pronouns:** Words that refer to people without using their names. Common gender pronouns include she/her/hers, he/him/his, and they/them/theirs. (Note that it is acceptable to use they/them/theirs as a singular pronoun.)

**Hormone Therapy:** The use of hormones in medical treatment. Some transgender people use hormones to help align their bodies with their experienced gender.

**Sexual and Gender Minority (SGM):** As defined by the National Institutes of Health, this umbrella term refers to LGBTQ populations and persons whose sexual orientation, gender identity and expressions, or reproductive development varies from societal, cultural, or physiological norms. The term includes individuals with differences of sex development, also known as intersex conditions.

**Sexual Orientation:** A person’s physical or emotional attraction and desire for intimate relationships. This can be toward people of the same gender, people of a different gender, or people of multiple genders.

**Sexual Orientation/Gender Identity (SO/GI) Data:** Information about people’s identity related to sexual orientation and gender identity.

**Transgender/Trans:** People whose sex designated at birth does not fully align with their current gender. The term generally applies to people whose current gender is the opposite of their designated sex on the gender binary (e.g., someone who was designated male and now identifies as female or vice versa). It also applies to people whose current gender identity falls outside the binary (e.g., people who identify as genderqueer, gender-diverse, gender-expansive, or gender fluid).

**Checklist for Each Recommendation Area**

**Directions:** Check the box next to recommendations that the clinic currently practices. Please indicate the most appropriate answer.

- Y** Yes: This item is currently in place.
- N** No: This item is not in place.
- N/A** Not applicable: The item does not apply to this location.
- U** Uncertain: Unable to determine if the item is currently in place or is not.

Continue for all five recommendation areas. Then the Implementation Team should discuss and provide written responses to the questions regarding action planning considerations and clarify answers as needed in the “Comments” box. The team can consult with other people in the clinic and community for suggestions to include in the written responses.

<b>Checklist for Each Primary Care Recommendation Area*</b>				
<b>Persons completing checklist:</b>				
<b>Date(s) of checklist completion:</b>				
<b><u>Recommendation Area 1: Adopt affirmative policies and procedures</u></b>				
a. The clinic maintains a Patient Non-Discrimination Policy or Patient Bill of Rights that is explicitly inclusive of sexual orientation and gender identity.	<input type="checkbox"/> <b>Y</b>	<input type="checkbox"/> <b>N</b>	<input type="checkbox"/> <b>N/A</b>	<input type="checkbox"/> <b>U</b>
b. The clinic has a systematic process for sharing the Patient Non-Discrimination Policy or Patient Bill of Rights with all patients.	<input type="checkbox"/> <b>Y</b>	<input type="checkbox"/> <b>N</b>	<input type="checkbox"/> <b>N/A</b>	<input type="checkbox"/> <b>U</b>
c. The clinic has a systematic process for sharing the Patient Non-Discrimination Policy or Patient Bill of Rights with all staff and providers who have direct contact with patients.	<input type="checkbox"/> <b>Y</b>	<input type="checkbox"/> <b>N</b>	<input type="checkbox"/> <b>N/A</b>	<input type="checkbox"/> <b>U</b>
d. The clinic has an Equal Visitation Statement that explicitly bans discrimination of visitors and chaperones based on sexual orientation or gender identity.	<input type="checkbox"/> <b>Y</b>	<input type="checkbox"/> <b>N</b>	<input type="checkbox"/> <b>N/A</b>	<input type="checkbox"/> <b>U</b>
e. The clinic has a systematic process for sharing the Equal Visitation Statement with all patients.	<input type="checkbox"/> <b>Y</b>	<input type="checkbox"/> <b>N</b>	<input type="checkbox"/> <b>N/A</b>	<input type="checkbox"/> <b>U</b>

f.	The clinic has a Patient Medical Decision-Making policy that explicitly recognizes the right of patients to decide who will make medical decisions if they are unable to do so.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
g.	The clinic has a systematic process for sharing the Patient Medical Decision-Making Policy with all patients.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
h.	The clinic has a systematic process for sharing the Patient Medical Decision-Making Policy with all staff and providers who have direct contact with patients.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
i.	The clinic has a Patient Confidentiality Policy that acknowledges that patient-provider discussions are confidential and protected information.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
j.	The clinic has a systematic process for sharing the Patient Confidentiality Policy with all patients.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
k.	The clinic has a systematic process for sharing the Patient Confidentiality Policy with all staff and providers who have direct contact with patients.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
l.	Any clinic policy defining family members or guardians of pediatric patients is broad enough to include non-traditional families, including LGBTQ.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
m.	The clinic maintains an Employee Non-Discrimination Policy that explicitly includes employees' sexual orientation, gender identity, or gender expression.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
n.	The clinic has a systematic process for sharing the Employee Non-Discrimination Policy with new and existing clinic personnel.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
o.	The clinic has established mechanisms for both patients and personnel to report discriminatory behavior that violates any policies described above.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
p.	The clinic communicates this reporting mechanism for disclosing discriminatory behavior effectively to staff and patients.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
q.	The clinic has a procedure to respond to discrimination reports and take corrective action if necessary.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U

r. The person or people responsible for addressing reports of discrimination have the necessary training and skills to respond appropriately to such reports.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
s. The clinic offers the same benefits that spouses receive to unmarried, long-term partners of personnel.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
t. The clinic offers staff at least one health insurance plan that covers gender-affirming care.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
<b>Action Planning Considerations</b>				
1. What in the clinic facilitates the adoption and enforcement of affirmative policies and procedures?				
2. What in the clinic gets in the way of adopting and enforcing affirmative policies and procedures?				
3. What are the next steps for ensuring the adoption and enforcement of affirmation policies and procedures?				
Comments				
<b>Recommendation Area 2: Create a welcoming physical environment</b>				
a. Posters and pictures of patients include images of LGBTQ people, such as non-heterosexual couples, LGBTQ families, and transgender or gender-diverse people.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
b. Symbols or flags representing LGBTQ-inclusive groups or organizations are displayed and visible upon entering the clinic.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
c. Magazines, books, brochures, and/or pamphlets relevant to LGBTQ people are available in waiting areas for patients to review.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U

d. The clinic has created one or more brochures or educational materials that target LGBTQ patients and displays these materials in waiting or treatment areas.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
e. Patient educational and outreach materials exclude terminology and images that may be perceived as discriminatory toward LGBTQ people and their families.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
f. The Patient Non-discrimination Policy or Patient Bill of Rights is displayed in waiting areas where patients, staff, and visitors can see and read it.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
g. A Patient Confidentiality Policy, acknowledging that patient-provider discussions are confidential and protected information, is displayed in waiting areas where patients and visitors can see and read it.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
h. An Equal Visitation Statement, explicitly banning discrimination of visitors and chaperones based on sexual orientation or gender identity, is displayed in waiting areas where patients and visitors can see and read it.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
i. A Patient Medical Decision-Making Policy, explicitly recognizing the right of patients to decide who will make medical decisions if they are unable to do so, is displayed in waiting areas where patients and visitors can see and read it.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
j. Single-stall restrooms are not designated by gender but marked for use by all people.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
k. Multiple stall restrooms are labeled by gender display signage that affirms an individual's right to choose which restroom is appropriate for them and directs patients on how to access single-stall restrooms elsewhere.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
<b>Action Planning Considerations</b>				
<b>1. What in the clinic facilitates the creation of a welcoming physical environment?</b>				

2. What in the clinic gets in the way of creating a welcoming physical environment?

3. What are the next steps for ensuring the creation of a welcoming physical environment?

Comments:

**Recommendation Area 3: Document sexual orientation and gender identity (SO/GI) information**

a. Patient history forms ask for both patients' legal name (e.g., name on insurance) and their chosen name.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
b. Patient history forms ask for "sex designated at birth" or another version of this phrase instead of "gender."	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
c. Possible answer choices for "sex designated at birth" on patient history forms include "intersex" as an option, in addition to "male" and "female."	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
d. Patient history forms ask for "current gender identity" (e.g., male, female, transgender male, transgender female) and include a blank option to write in answers.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
e. Patient history forms ask for patients' pronouns (e.g., he/him, she/her, they/them, etc.) and include a blank option to write in answers.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
f. Patient history forms ask for the patient's current sexual orientation (e.g., straight or heterosexual, lesbian, gay, bisexual) and include a blank option to write-in responses.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
g. SO/GI data are included in the patient's electronic medical record.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
h. SO/GI data in electronic medical records are easily accessible to personnel who have direct patient contact.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U

i. Patients can be searched by chosen names in the electronic medical record system.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
j. Patient history forms include an organ inventory that tracks which organs the patient has in their body (e.g., uterus, ovaries, testes, etc.). Providers can review the inventory to monitor screening needs.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
k. Frontline staff and providers receive training concerning the importance of collecting SO/GI data and how to answer patients' questions regarding the collection of these data.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
l. Interpreters can gather SO/GI information questions in the patients' language.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
m. Patient feedback surveys distributed by the clinic offer an option to identify as a sexual or gender minority participant (when demographic data collection is included).	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U

**Action Planning Considerations**

1. What in the clinic facilitates the documentation of SO/GI information?

2. What in the clinic gets in the way of documenting SO/GI information?

3. What are the next steps for ensuring the documentation of SO/GI information?

Comments:

**Recommendation Area 4: Provide ongoing training for all employees in LGBTQ cultural competency, including use of supportive language**

a. Training in LGBTQ health disparities and patient diversity is provided to personnel on an annual (or regular) basis.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
b. Training in Trauma-Informed Care is provided to personnel on an annual (or regular) basis.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
c. Training in LGBTQ identities is provided to personnel on an annual (or regular) basis. This training covers the definitions of sex assigned/designated at birth, gender, gender expression, and sexual orientation/attraction.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
d. Training in LGBTQ language and terminology is provided to personnel on an annual (or regular) basis to reflect the changing language of LGBTQ people.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
e. Training is provided to personnel on an annual (regular) basis to help them identify and manage internal beliefs that can negatively impact the care of LGBTQ patients.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
f. Training is provided to personnel on the importance of not making assumptions about patients' bodies, based on their gender expression, or affirmed gender identity.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
g. Training in the basics of LGBTQ healthcare and service provision is provided as part of the onboarding process or new employee orientation.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
h. Training is provided to personnel regarding the importance of referring LGBTQ patients to LGBTQ-competent specialists and the need for warm hand-offs in cases where patients may experience awkward or unsupportive situations.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
i. Clinic leadership and/or Board of Directors show their support by being present and participating in training on LGBTQ cultural competency and supportive language.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
j. Relevant LGBTQ-related healthcare training in and around the community is advertised to personnel, who are encouraged to attend.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
k. Personnel are encouraged and supported to attend training through compensation for their time and travel.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U

- l. The clinic obtains feedback regarding training quality, applicability, concerns, and/or future topics that personnel would like to see presented.  Y  N  N/A  U

**Action Planning Considerations**

1. What in the clinic facilitates ongoing training for all employees?

2. What in the clinic gets in the way of ongoing training for all employees?

3. What are the next steps for ensuring ongoing training for all employees?

Comments:

**Recommendation Area 5: Initiate workforce development to encourage delivery of high-quality services for LGBTQ patients**

- a. The clinic has at least one service provider who can prescribe PrEP/PEP medications.  Y  N  N/A  U

- b. The clinic can refer to at least one service provider who can prescribe PrEP/PEP medications.  Y  N  N/A  U

- c. The clinic offers HIV testing (e.g., on-site, rapid, or send out).  Y  N  N/A  U

- d. The clinic has at least one service provider able to provide primary care to people living with HIV.  Y  N  N/A  U

- e. The clinic has at least one service provider prepared to work with gender-diverse youth and their families to support the children's exploration of gender.  Y  N  N/A  U

f.	The clinic has at least one service provider who can prescribe puberty-blocking hormones.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
g.	The clinic can refer to at least one service provider who can prescribe puberty-blocking hormones.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
h.	The clinic has at least one service provider who can administer gender-affirming hormone therapy.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
i.	The clinic can refer to at least one service provider who can administer gender-affirming hormone therapy.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
j.	Service providers are trained in implementing Trauma-Informed Care when conducting physical exams, including such steps as asking for consent before the exam, mirroring patients' language in describing their bodies, and minimizing the frequency and number of physical exams.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
k.	Service providers are trained in supporting LGBTQ patients when conducting an interview or taking a patient history, including the use of language to be used and avoided.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
l.	The clinic has a list of service providers and specialists in the community who are supportive of LGBTQ people and utilizes these resources when making patient referrals.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
m.	Service providers are trained in common conditions among LGBTQ patients and how to discuss these conditions with patients.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
n.	The clinic's leadership demonstrates efforts to hire knowledgeable employees in specific clinical areas related to the care of LGBTQ patients.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
o.	Service providers can access LGBTQ-specific screening guidelines for common treatment areas that disproportionately affect LGBTQ patients, such as cardiovascular care, substance use, and mental health.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U
p.	The clinic incentivizes and rewards providers who take part in professional development opportunities focused on the care of LGBTQ patients.	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	<input type="checkbox"/> U

- q. Service providers are trained to discuss family planning concerns that specifically affect LGBTQ patients, such as appropriate contraception methods for people on hormone therapy, fertility treatment, use of donated sperm or eggs, surrogacy, and adoption.  Y  N  N/A  U

### Action Planning Considerations

1. What in the clinic facilitates workforce development?

2. What in the clinic gets in the way of workforce development?

3. What are the next steps for engaging in workforce development?

Comments

*\* Items selected and adapted from the Health Equality Index Resource Guide.*