

Draft Training Curriculum Topics

WELCOME/INTRODUCTION

1. Intro
Warmly welcome participants to the training program and emphasize the significance of the content.
2. Note of Importance
Highlight the critical importance of cultural competency in providing equitable care to transgender, gender diverse, and intersex (TGI) individuals.
Who are TGI individuals?
 - Transgender
 - Gender diverse
 - Intersex
3. Intended Use
Clarify the target audience and purpose of the training, focusing on healthcare professionals, health plan staff, and administrators.
4. Evidence-Based Practices
Emphasize the evidence-based cultural competency training requirements and practices that underpin the curriculum.
5. Importance of Gender Diversity, Sensitivity, and Inclusivity Training
Emphasize the importance of training for healthcare staff, including the need for clear coding information, improved communication between providers and healthcare plan staff, and addressing misinformation and unreliable resources.
6. Facilitation by TGI-Serving Organizations
Collaborate with TGI-serving organizations to facilitate training sessions, leveraging their expertise.

TOPICS OF INCLUSION – TRAINING CURRICULUM

1. Introduction to Cultural Competency in Healthcare Coverage
Explain the significance of cultural competency in the context of TGI individuals' healthcare needs.
2. Effects of Historical, Contemporary, and Present-Day Exclusion, Microaggressions, and Oppression
Examine the lasting impact of historical and contemporary exclusion, microaggressions, and oppression on TGI communities and their health outcomes.
3. Effective Communication Across Gender Identities
Provide guidelines for respectful and inclusive communication with TGI individuals, emphasizing the use of inclusive language and correct names and pronouns, and avoiding assumptions about gender identity or that all individuals are heterosexual, gender conforming, or nonintersex.

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4. Health Inequities and Family/Community Acceptance
Explain the health disparities within the TGI community and the role of family and community acceptance in health outcomes.
5. Perspectives from Diverse Constituency Groups and TGI-Serving Organizations
Incorporate the experiences of local TGI-serving community groups and incorporate best practices and insights.
6. Personal Values and Professional Responsibilities
Explore the distinction between personal values and professional responsibilities, highlighting the importance of unbiased care delivery and engagement.
7. Health Plan or Insurer Considerations for Gender-Affirming Care
Educate health plan or insurer staff about the impact of burdensome administrative processes that create barriers to members receiving needed care.
8. Ensure Culturally Competent Health Care Services
Discuss how to embed cultural competency in the healthcare delivery system, including training staff, incorporating TGI-inclusive language, providing ongoing education, and addressing complaints of discrimination on the basis of gender identity or failures of staff to provide trans-inclusive care.
9. Collaborative Approaches to Enhance TGI Access to Care
Encourage partnerships between health plans, healthcare professionals, and TGI-serving organizations to improve access to gender-affirming care and promote transparency in healthcare coverage. Discuss strategies for appropriate oversight of delegated entities.
10. Continuous Quality Improvement
Discuss the importance of feedback mechanisms and ongoing quality improvement efforts to ensure equitable coverage and services for TGI individuals.

REAL-LIFE EXPERIENCES AND CHALLENGES OF TGI INDIVIDUALS

1. Challenges with Accessing Healthcare Services
Address barriers faced by TGI individuals, such as limited in-network providers, geographical constraints, timely access to care, and difficulties in navigating the healthcare system.
2. Lack of Knowledge Among Health Plan Staff
Recognize the low level of knowledge and training among healthcare providers about the TGI+ community.
3. Gaps in Data Collection
Discuss the importance of collecting Sexual Orientation and Gender Identity (SOGI) data.
4. Denials in Plans – Gender Affirming Care
Discuss common denials in gender affirming care and the reason for these denials.

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5. Denials in Plans – Interlapping Healthcare Problems
Discuss common denials in interlapping healthcare problems and the reason for these denials.
6. Effects on Mental Health
Discuss how interactions between patients and the healthcare system can exacerbate a mental health crisis.
7. Positive Experiences with Healthcare Providers and Health Plans
Share positive experiences, emphasizing the importance of informed consent models and obtaining Hormone Replacement Therapy (HRT) without difficulty.

SUB-POPULATIONS IN GENDER AFFIRMING HEALTHCARE

Considerations of Sub-Populations

Recognize that within the TGI community, there are populations with unique needs, including intersex individuals, TGI youth, elders, non-binary individuals, disabled individuals, and neurodivergent individuals.

- Intersex Individuals
Explore the specific challenges faced by intersex individuals, such as expensive testing, coverage denials, and the impact of intersex surgeries.
- TGI Youth
Recognize that TGI youth may have varying sensitivities, communication styles, and processing differences, which can impact their healthcare experiences and interactions with insurance providers.
- Elderly TGI Individuals
Address the unique complications faced by elderly TGI individuals in accessing care, including HRT and surgeries.
- Non-Binary Individuals
Discuss the challenges that non-binary individuals encounter, such as binary assumptions, hormone therapy barriers, and difficulties accessing medical care.
- Physical Health Disabilities
Highlight the unique needs and challenges faced by those with physical disabilities.
- Mental Health Disabilities
Highlight the unique needs and challenges faced by those with mental health disabilities.
- Neurodivergence
Highlight the unique needs and challenges faced by those with neurodivergence, and how this differs from mental health disabilities.