



## Creating Accessible Environments for Gender Diverse People

# Organizational Assessment Tool for Health Care & Support Services



### Description

This assessment tool is for organizations interested in developing a multi-pronged approach to offering accessible care for gender diverse individuals, including transgender, non-binary, and Two-Spirit people seeking gender-affirming care.

This tool can be used on its own or in combination with the **Service Provider Reflection Tool for Individual Service Providers & Support Staff** which is designed for individuals seeking learning opportunities that explore their knowledge and attitudes towards gender diversity.

### Feedback welcomed

We believe your feedback is one of the best ways to improve our educational resources. Therefore, we hope that you will consider using it, reviewing it, and letting us know your ideas for improving it. If you have any questions, comments, or suggested revisions, please email us at [trans.edu@phsa.ca](mailto:trans.edu@phsa.ca).

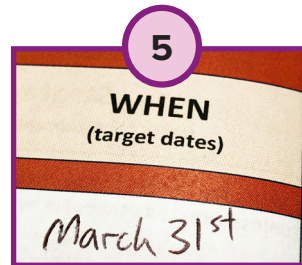
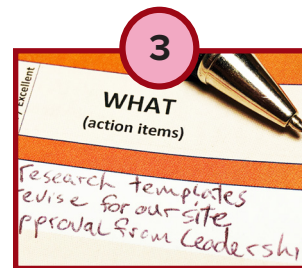
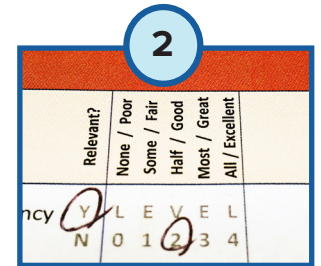


## Directions

- 1** **Select** relevant strategies in each category.

Then, consider the following questions:

- 2** **Where** are we currently at? (level)
- 3** **What** would enable us to score 1+ level higher? (action items)
- 4** **Who** could help us make these changes? (supports)
- 5** **When** could we take these steps? (target dates)



## Terminology

**Gender Diverse** refers to individuals who do not identify as the sex they were assigned at birth. This includes, but is not limited to, transgender, non-binary, and Two-Spirit people seeking gender-affirming care.

**Client** refers to all clients, patients, residents, and service users accessing care unless otherwise specified.

**Staff** refers to anyone employed by your organization unless otherwise specified. This may also include contractors and volunteers.

**People** refers to anyone who may be present in your service, including staff, volunteers, contractors, clients, family members, advocates, and all others who access the service or space.



# Education

#	Strategy (select the relevant strategies)	Relevant?	None / Poor Some / Fair Half / Good Most / Great All / Excellent	WHAT (action items)	WHO (supports)	WHEN (target dates)
1	Leadership team has taken gender diversity competency training in the past 3 years	Y N	L E V E L 0 1 2 3 4			
2	Clinical staff have taken gender diversity competency training in the past 3 years	Y N	0 1 2 3 4			
3	Support staff have taken gender diversity competency training in past 3 years, including reception, pay roll, information technology, etc	Y N	0 1 2 3 4			
4	On-call staff and contractors have taken gender diversity competency training	Y N	0 1 2 3 4			
5	Volunteers have taken gender diversity competency training	Y N	0 1 2 3 4			
6	External educators are used for gender diversity competency trainings (ie. not relying on gender diverse staff to educate coworkers)	Y N	0 1 2 3 4			
7	Orientation packages for new staff and volunteers include your gender-affirming policies and procedures	Y N	0 1 2 3 4			
8	Orientation for new staff and volunteers includes mandatory gender diversity cultural competency training	Y N	0 1 2 3 4			
9	Existing staff and volunteers are trained on gender-affirming intake procedures, client placements, and addressing conflict	Y N	0 1 2 3 4			
10	Clients frequently served or in long-term housing have opportunities to learn about gender diversity and your organization's policies	Y N	0 1 2 3 4			



## Visibility and Outreach Materials

#	Strategy (select the relevant strategies)	Relevant? None / Poor Some / Fair Half / Good Most / Great All / Excellent	WHAT (action items)	WHO (supports)	WHEN (target dates)
1	Your website demonstrates that your services are welcoming of gender diverse people, and explains why and how	Y N	L E V E L 0 1 2 3 4		
2	Your brochures and pamphlets identify your services are welcoming of gender diverse people	Y N	0 1 2 3 4		
3	Your gender-inclusive material is offered in multiple languages, based on the cultural communities frequently served	Y N	0 1 2 3 4		
4	Your gender diversity inclusion policy and/or position statement is easily visible to all staff, volunteers, and clients	Y N	0 1 2 3 4		
5	When relevant, advance-messaging and signs inform clients that gendered programs and spaces are trans-inclusive (circumventing conflict)	Y N	0 1 2 3 4		
6	Safe Space / Positive Space signs are present and culturally competent staff are identifiable and available	Y N	0 1 2 3 4		
7	Posters, handouts, and health promotion materials reflect diversity, including gender diverse individuals	Y N	0 1 2 3 4		
8	Your organization has gender diverse staff who work with clients	Y N	0 1 2 3 4		

## Programming

#	Strategy (select the relevant strategies)	Relevant? None / Poor Some / Fair Half / Good Most / Great All / Excellent	WHAT (action items)	WHO (supports)	WHEN (target dates)
1	Programs, services, and health care are based on client-need, not gender (optimal strategy)	Y N	L E V E L 0 1 2 3 4		
1A	Programs and services offered are gender-segregated, but trans-inclusive (alternative strategy)	Y N	0 1 2 3 4		
1B	If programming is gender-segregated, clients can choose their group based on gender identity, safety, and/or confidentiality needs	Y N	0 1 2 3 4		
2	Gender-diverse clients have the same ease of access as cisgender clients to programming, services, and care	Y N	0 1 2 3 4		
3	Written resources for programming use gender-inclusive language	Y N	0 1 2 3 4		



## Forms / Charts / EMRs

#	Strategy (select the relevant strategies)	Relevant?	None / Poor Some / Fair Half / Good Most / Great All / Excellent	WHAT (action items)	WHO (supports)	WHEN (target dates)
<b>Name Used and Legal Name</b>						
1	Legal name not required and removed from forms, sign-in sheet, chart, EMR, wristband, etc	Y N	L E V E L 0 1 2 3 4			
2	Legal name required and there is an additional field added to write Name Used	Y N	0 1 2 3 4			
3	All forms, charts, EMRs, and wristbands visibly prioritize Name Used	Y N	0 1 2 3 4			
4	Legal names are recorded in a separate section of the form or chart, such as Notes Field	Y N	0 1 2 3 4			
<b>Sex Marker, Gender Identity, Gender Modality*</b>						
5	Identify whether gathering sex marker info is truly relevant/required for client care (or employment)	Y N	L E V E L 0 1 2 3 4			
5A	If sex marker not required, remove from form, application, sign-in sheet, chart, EMR, wristband, etc	Y N	L E V E L 0 1 2 3 4			
5B	If sex marker required, include at least: 'female', 'male', 'unspecified' (X), 'intersex' 'decline to state', 'unknown'	Y N	L E V E L 0 1 2 3 4			
5C	If sex marker required, then add additional field to offer gender identity (optional to fill out)	Y N	0 1 2 3 4			
6	If gathering gender identity info, offer free-text field whether or not pre-existing options are also offered (optimal strategy)	Y N	0 0 0 1 2			
6A	If gender identity field has pre-existing options, allow for 'choose all that apply'	Y N	0 0 0 1 2			
6B	If pre-existing gender identity options, include at least: 'woman', 'man', 'non-binary', 'decline to state', 'unknown'	Y N	0 0 0 1 2			
6C	If question is about gender identity + modality*, add: • 'trans' if can choose all that apply • 'transfeminine', 'transmasculine' if choose only one	Y N	0 0 0 1 2			
7	If gender modality is relevant to gather, consider gathering this in a separate optional question (see description below)	Y N	0 0 0 1 2			
<b>Pronouns</b>						
8	There is a free-text field to indicate Pronouns (optimal strategy)	Y N	L E V E L 0 1 2 3 4			
8A	Pronoun field is limited to pre-existing options and can 'choose all that apply' (alternative strategy)	Y N	0 0 0 1 2			
8B	Pre-existing boxes include at least: 'she', 'he', 'they', 'none', 'decline to state', 'unknown'	Y N	0 0 0 1 2			

\* **Gender modality** is a term used to differentiate whether or not a person's assigned sex at birth (ASAB) aligns with their gender identity, gender expression and/or lived gender. **Cisgender** is a term referring to people who feel their ASAB aligns with their gender identity. **Gender Diverse** and **Transgender (Trans)** are umbrella terms referring to people whose ASAB does not align considerably with their gender identity. There are many ways to ask respectfully about gender modality, however, only ask if it is truly relevant to the care of the individual you are asking. For safety reasons, answering a gender modality question should always be optional.

One example: *Does your assigned sex at birth align with your gender identity? (optional)*



## Forms / Charts / EMRs (continued)

#	Strategy (select the relevant strategies)	Relevant? None / Poor Some / Fair Half / Good Most / Great All / Excellent	WHAT (action items)	WHO (supports)	WHEN (target dates)
<b>Honorifics (Dr, Mx, Ms, Mrs, Mr)</b>					
9	Honorifics are not used on forms (optimal strategy)	Y N	L E V E L 0 1 2 3 4		
9A	Honorifics are used on forms, but are always optional; the gender-neutral title 'Mx' is added as an option (alternative strategy)	Y N	0 0 1 2 3		
9B	Honorifics are required; the gender-neutral title 'Mx' is added as an option (alternative strategy, less desirable)	Y N	0 0 0 1 2		
<b>General Recommendations</b>					
10	Gender-inclusive language is used on assessment forms	Y N	L E V E L 0 1 2 3 4		
11	Procedures are in place to update records to prioritize Name Used, Gender Identity and Pronouns	Y N	0 1 2 3 4		
12	Procedures are in place to prioritize Name Used, Gender Identity and Pronouns on wristbands and other visible identifiers	Y N	0 1 2 3 4		
13	If gender-affirming fields are limited or non-existent, a confidential alert system is used to notify staff of client's Name Used and Pronouns	Y N	0 1 2 3 4		
14	Staff are trained to respond affirmingly to requests to update records and visible identifiers, irrespective of client's previous level of access to gender-affirming	Y N	0 1 2 3 4		



## Waiting Room / Reception

#	Strategy (select the relevant strategies)	Relevant? Y N	None / Poor Some / Fair Half / Good Most / Great All / Excellent					WHAT (action items)	WHO (supports)	WHEN (target dates)
			0	1	2	3	4			
1	Clients are referred to by Name Used (unless directed otherwise by the client)	Y N	L 0	E 1	V 2	E 3	E 4			
2	Clients are referred to by the Pronouns they identified (unless directed otherwise by the client)	Y N	0	1	2	3	4			
3	When discrepancies around name, gender or pronouns arise, direction by the client is prioritized	Y N	0	1	2	3	4			
4	When discrepancies around name, gender or pronouns arise, there is a procedure to clarify information in a confidential manner	Y N	0	1	2	3	4			
5	Anti-discrimination policy, position statement on inclusion, and/or safe space signs are visible from waiting room	Y N	0	1	2	3	4			
6	Posters reflect diversity, including gender diverse individuals	Y N	0	1	2	3	4			
7	Pamphlets, handouts and health promotion material include services for gender diverse people	Y N	0	1	2	3	4			
8	Universal (or trans-inclusive) washroom or directions are visible from waiting room	Y N	0	1	2	3	4			

## Referral Services and Resources

#	Strategy (select the relevant strategies)	Relevant? Y N	None / Poor Some / Fair Half / Good Most / Great All / Excellent					WHAT (action items)	WHO (supports)	WHEN (target dates)
			0	1	2	3	4			
1	Organizations we refer to have accessible and affirming services for gender diverse people	Y N	L 0	E 1	V 2	E 3	E 4			
2	We have contacted organizations we refer to and assessed how accessible and affirming they are for gender diverse people	Y N	0	1	2	3	4			
3	Staff know where to find updated information on services that are accessible to gender diverse people (ie: Trans Care BC)	Y N	0	1	2	3	4			
4	We maintain partnerships with organizations that offer gender-affirming care and/or services	Y N	0	1	2	3	4			
5	We have the contact information readily available for the gender affirming service(s) we primarily contact when we need support (ie. Trans Care BC)	Y N	0	1	2	3	4			
6	We have pamphlets and handouts from organizations that support gender diverse people and their families	Y N	0	1	2	3	4			



<b>Washrooms</b>						
#	Strategy (select the relevant strategies)	Relevant?	None / Poor Some / Fair Half / Good Most / Great All / Excellent	WHAT (action items)	WHO (supports)	WHEN (target dates)
<b>Signage</b>						
1	Signs use function-based icons instead of gender-based icons	Y N	L E V E L 0 1 2 3 4			
2	Signs designate all single-stalls as universal (for all genders)	Y N	0 1 2 3 4			
3	Signs designate all multi-stall gendered washrooms as trans-inclusive	Y N	0 1 2 3 4			
4	1+ multi-stall washroom has signs designating the washroom as universal	Y N	0 1 2 3 4			
5	There are signs in the building to help people to locate the universal/trans-inclusive washrooms	Y N	0 1 2 3 4			
<b>Amenities</b>						
6	Locks visibly indicate 'occupied' or 'vacant' on all single-stalls	Y N	L E V E L 0 1 2 3 4			
7	Locks visibly indicate 'occupied' or 'vacant' on all doors in multi-stall washrooms	Y N	0 1 2 3 4			
8	Stall doors in multi-stall washrooms have minimal gaps (privacy), except small gap on bottom for sound transfer and staff monitoring (safety)	Y N	0 1 2 3 4			
9	Stall walls in multi-stall washrooms have minimal gaps, including above and below (privacy)	Y N	0 1 2 3 4			
<b>Floor Plan</b>						
10	Building has a minimum of one universal access, single-stall washroom that is easily accessible by all people	Y N	L E V E L 0 1 2 3 4			
11	At least one universal or trans-inclusive washroom is in the sightline of a staff-frequented area	Y N	0 1 2 3 4			
12	Open (doorless) entrances to universal multi-stall washrooms that increase sightline / sound monitoring by staff, as well as wheelchair and stroller access	Y N	0 1 2 3 4			





<b>Change Rooms</b>						
#	Strategy (select the relevant strategies)	Relevant? Y N	None / Poor Some / Fair Half / Good Most / Great All / Excellent L E V E L 0 1 2 3 4	WHAT (action items)	WHO (supports)	WHEN (target dates)
<b>Signage</b>						
1	Signs use function-based icons instead of gender-based icons	Y N	L E V E L 0 1 2 3 4			
2	Signs designate all single-stalls as universal (for all genders)	Y N	0 1 2 3 4			
3	Signs designate all multi-stall / open gendered change rooms as trans-inclusive	Y N	0 1 2 3 4			
4	1+ multi-stall change room has signs designating the change room as universal	Y N	0 1 2 3 4			
5	There are signs in the building to help people to locate the universal/trans-inclusive change rooms	Y N	0 1 2 3 4			
<b>Amenities</b>						
6	Locks visibly indicate 'occupied' or 'vacant' on all single-stalls	Y N	L E V E L 0 1 2 3 4			
7	Locks visibly indicate 'occupied' or 'vacant' on all doors in multi-stall/open change rooms	Y N	0 1 2 3 4			
8	Stall doors in multi-stall change rooms have minimal gaps (privacy), except small gap on bottom for sound transfer and staff monitoring (safety)	Y N	0 1 2 3 4			
9	Stall walls in multi-stall change rooms have minimal gaps, including above and below (privacy)	Y N	0 1 2 3 4			
<b>Floor Plan</b>						
10	Standalone, single stall change rooms are designated as universal access	Y N	L E V E L 0 1 2 3 4			
11	Building has a minimum of one universal access, single-stall change room that is easily accessible by all people	Y N	0 1 2 3 4			
12	All multi-user change room facilities have a minimum of one single-stall change area for privacy	Y N	0 1 2 3 4			
13	Buildings requiring large public change rooms are designed to include a universal access, multi-stalled change area	Y N	0 1 2 3 4			
14	At least one universal or trans-inclusive change room is in the sightline of a staff-frequented area	Y N	0 1 2 3 4			
15	Open (doorless) entrances to universal multi-stall change rooms that improve sightline / sound monitoring by staff, as well as wheelchair and stroller access	Y N	0 1 2 3 4			



## Room Assignments

#	Strategy (select the relevant strategies)	Relevant?	None / Poor	Some / Fair	Half / Good	Most / Great	All / Excellent	WHAT (action items)	WHO (target supports)	WHEN (target dates)
1	Room assignments are not gendered (optimal strategy)	Y N	L 0	E 1	V 2	E 3	L 4			
1A	Rooms are gender-segregated and clients can choose based on gender-identity, safety, privacy and confidentiality needs (alternative strategy)	Y N	0	1	2	3	4			
1B	Rooms are gender-segregated and assigned based on gender-identity, safety, privacy and confidentiality needs (alternative strategy, less desirable)	Y N	0	1	2	3	4			
2	When heightened privacy needs are required to protect safety and confidentiality, gender diverse clients are offered the choice of a private room	Y N	0	1	2	3	4			

## Dress Codes

#	Strategy (select the relevant strategies)	Relevant?	None / Poor	Some / Fair	Half / Good	Most / Great	All / Excellent	WHAT (action items)	WHO (supports)	WHEN (target dates)
1	Dress code is applied universally and consistently with all staff / clients, regardless of their gender identity and gender expression (optimal strategy)	Y N	L 0	E 1	V 2	E 3	L 4			
1A	Dress code is gendered; all staff / clients have the right to dress in a manner consistent with their gender identity and gender expression (alternative strategy)	Y N	0	1	2	3	4			
2	Dress code notes that non-binary staff / clients have the right to dress in a manner consistent with their gender identity and gender expression	Y N	0	1	2	3	4			

## Feedback Opportunities

#	Strategy (select the relevant strategies)	Relevant?	None / Poor	Some / Fair	Half / Good	Most / Great	All / Excellent	WHAT (action items)	WHO (supports)	WHEN (target dates)
1	Anonymous feedback options welcomed and made visible and easily accessible at service site and on website	Y N	L 0	E 1	V 2	E 3	L 4			
2	Advisory groups includes gender diverse individuals	Y N	0	1	2	3	4			
3	Community advisory groups include gender diverse individuals who represent other marginalized communities, offering an intersectional lens	Y N	0	1	2	3	4			



## Staff-based Initiatives

#	Strategy (select the relevant strategies)	Relevant? Y N	None / Poor Some / Fair Half / Good Most / Great All / Excellent					WHAT (action items)	WHO (supports)	WHEN (target dates)
			0	1	2	3	4			
1	Job postings explicitly welcome diverse candidates including gender diverse people; job postings use gender inclusive language	Y N	L 0	E 1	V 2	E 3	E 4			
2	Accessibility throughout the entire recruitment process has been reviewed (ie. application, interview questions, required documents, etc)	Y N	0	1	2	3	4			
3	We currently have gender diverse staff, and we have/had gender diverse staff with strong retention	Y N	0	1	2	3	4			
4	Access for gender diverse people is a standing item on team meeting agendas (permanently or until goal reached)	Y N	0	1	2	3	4			
5	LGBT2Q+ staff are present who can provide community perspective during leadership meetings on services' policies, programming, forms, etc	Y N	0	1	2	3	4			
6	Each service provision site has 1+ staff designated as the LGBT2Q+ point-person for providing additional support and guidance as needed	Y N	0	1	2	3	4			

## Engagement with Gender Diverse Clients and Staff

#	Strategy (select the relevant strategies)	Relevant? Y N	None / Poor Some / Fair Half / Good Most / Great All / Excellent					WHAT (action items)	WHO (supports)	WHEN (target dates)
			0	1	2	3	4			
1	Clients and staff are referred to by Name Used (unless they direct otherwise)	Y N	L 0	E 1	V 2	E 3	E 4			
2	Clients and staff are referred to by the Pronouns they identified (unless they direct otherwise)	Y N	0	1	2	3	4			
3	When discrepancies arise regarding a gender diverse client /staff's name, pronouns, and gender, direction by the client / staff is prioritized	Y N	0	1	2	3	4			
4	When discrepancies arise with records, a standardized procedure is used to verify client information, while maintaining confidentiality	Y N	0	1	2	3	4			
5	During client intakes, job interviews, etc, staff are trained to offer their name and pronouns in advance of asking personal information of others	Y N	0	1	2	3	4			



Policy						
#	Strategy (select the relevant strategies)	Relevant? Y / N	None / Poor Some / Fair Half / Good Most / Great All / Excellent	WHAT (action items)	WHO (supports)	WHEN (target dates)
<b>Anti-discrimination policy</b>						
1	Anti-discrimination policy explicitly covers gender identity and gender expression	Y N	L E V E L 0 1 2 3 4			
2	Anti-discrimination policy is visible to all staff, volunteers, and clients	Y N	1 2 3 4 5			
3	Steps and procedures are clearly defined to address when anti-discrimination policy is violated, including disciplinary actions when required	Y N	0 1 2 3 4			
4	Steps and procedures are easily accessible for review by all people who access the space	Y N	0 1 2 3 4			
5	Steps for reporting a violation are easily accessible to all people who access the space	Y N	0 1 2 3 4			
6	Staff and volunteers must review and sign-off on the anti-discrimination policy and procedures	Y N	1 2 3 4 5			
<b>Gender-affirming policies: general</b>						
7	Policy, position statement, and/or client's bill of rights addressing equitable access for gender diverse clients	Y N	L E V E L 0 1 2 3 4			
8	Policy and procedures outlining staff work practices supporting gender diverse clients	Y N	0 1 2 3 4			
9	Policy and procedures addressing equitable access to employment for gender diverse staff	Y N	0 1 2 3 4			
10	Policy and procedures outlining staff work practices supporting gender diverse coworkers	Y N	0 1 2 3 4			

## Acknowledgements

The strategies in this resource are based on the work of countless international community members and care providers, who over the past decades have championed gender-affirming care. The assessment tool was inspired by resources from multiple organizations including the 519 Centre, Rainbow Health Ontario, the National LGBT Health Education Center, FORGE, and many more. Lastly, it was developed in collaboration with Ambit Gender Diversity Consulting, along with community members and care providers within British Columbia.



<b>Policy (continued)</b>						
#	Strategy (select the relevant strategies)	Relevant? Y / N	None / Poor Some / Fair Half / Good Most / Great All / Excellent	WHAT (action items)	WHO (supports)	WHEN (target dates)
<b>Gender-affirming policies: specific</b>						
11	Policy and procedures to support staff to maintain trans-inclusion within gendered services, programming, and activities	Y N	L E V E L 0 1 2 3 4			
12	Policy and procedures to support staff to maintain trans-inclusion within gendered physical spaces (service areas)	Y N	0 1 2 3 4			
13	Policy and procedures to support staff to maintain trans-inclusion within gendered washrooms and change rooms	Y N	0 1 2 3 4			
14	Guidelines for staff intervening and de-escalating gender-based discrimination (while maintaining confidentiality)	Y N	0 1 2 3 4			
15	Procedures to follow up with staff that make discriminatory comments or actions against gender diverse people	Y N	0 1 2 3 4			
<b>Confidentiality</b>						
16	Policy addressing confidentiality of clients' gender identity, gender history, and gender expression	Y N	L E V E L 0 1 2 3 4			
17	Policy addressing confidentiality of staff member's gender identity, gender history, and gender expression	Y N	0 1 2 3 4			
<b>General recommendations</b>						
18	We involve gender diverse people in collaborative decision-making when addressing issues that effect their service access or employment	Y N	L E V E L 0 1 2 3 4			
19	We have procedures in place to revisit our mission, mandates, values, policies, and procedures on an ongoing basis	Y N	0 1 2 3 4			

## Remember, feedback is welcomed!

We believe your feedback is one of the best ways to improve our educational resources. If you have any questions, comments, or suggested revisions to this assessment tool, please email us at [trans.edu@phsa.ca](mailto:trans.edu@phsa.ca).



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