BEST PRACTICE GUIDANCE FOR WORKING WITH TRANSGENDER COMMUNITY MEMBERS IN HEALTH PROFESSIONAL TEACHING

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Table of contents

BEST PRACTICE GUIDANCE FOR TEACHING STAFF WORKING WITH TRANSGENDER COMMUNITY MEMBERS IN HEALTH PROFESSIONAL TEACHING ......................... 1

   Expectations of teaching staff ........................................................................................................ 1
   Contacting and screening of transgender community members for suitability for contributing to teaching ........................................................................ 2
   Before the teaching session ................................................................................................................ 4
   Preparing the students .......................................................................................................................... 5
   During the teaching session ................................................................................................................ 6
   At the end of the teaching session ...................................................................................................... 7
   One to two weeks after the teaching .................................................................................................. 7

Checklist for teaching staff ................................................................................................................ 8

BEST PRACTICE GUIDANCE FOR TRANSGENDER COMMUNITY MEMBERS CONTRIBUTING TO HEALTH PROFESSIONAL TEACHING .......................... 10

   Expectations of transgender community members during teaching ........................................... 10
   Before the teaching ............................................................................................................................ 11
   Preparing for the teaching ................................................................................................................... 12
   During the teaching ............................................................................................................................ 12
   At the end of the teaching .................................................................................................................. 14
   One to two weeks after the teaching ................................................................................................ 14

Checklist for transgender community members ................................................................................. 15

Template for a memorandum of understanding with transgender community members contributing to health professional teaching ................................................. 16
BEST PRACTICE GUIDANCE FOR TEACHING STAFF WORKING WITH
TRANSGENDER COMMUNITY MEMBERS IN HEALTH PROFESSIONAL
TEACHING

The relationship between teaching staff and transgender community members is
integral for the success of education sessions that these community members
contribute to. In order for good learning outcomes for students, and a good
experience for community members, there needs to be a strong leadership from
teaching staff. Below is the best practice guidance for teaching staff.

Expectations of teaching staff

1. The teaching staff must be present for the whole of the teaching session and
active in promoting ethical behaviour from the students regarding
appropriate questions and comments to the community members.
2. The teaching staff must be aware that they do not necessarily know the
gender identities of the students or their whānau or friends, and they should
not address the students in a way that assumes people are cisgender.
3. The teaching staff have ultimate responsibility for ensuring the classroom is a
respectful space for both community members and students.
Contacting and screening of transgender community members for suitability for contributing to teaching

The transgender and gender diverse community is a resilient and diverse community. Appropriate screening is necessary to make sure there is a good fit between the community member, the teaching aims of the course, and the structural support given to the community members. As with any minority community, some people have strengths in areas such as education that involves telling their own life story.

It is recommended that teaching staff contact external organisations to find members of the transgender and gender diverse community who could be involved in teaching. However, keep in mind that it is not up to the organisation to provide any support and/or assistance in the teaching process. See the online appendix for a list of places that could assist.

It is also recommended that, where possible, there is more than one community member involved in any teaching session. The transgender and gender diverse community has a rich range of narratives – while we acknowledge that not all voices can be heard in an education setting, it is important to at least allow for a process that encourages diverse stories. If there is not the opportunity to have diverse range of narratives the teaching staff must take the lead in clarifying with the class the range of experiences in transgender and gender diverse communities.
It is recommended that any community members coming forward to volunteer to contribute to teaching are screened to make sure they are the best fit for the class.

Screening questions to consider asking:
1. Is the person able to show they can understand learning objectives of the course?
2. Does the person have outside support networks?
3. Is the person aware that they can only talk to their own story during the teaching?
4. Does the person affirm other identities within the transgender and gender diverse community?
5. Can the person follow your instruction around time, content, and personal boundaries?

The following questions are also recommended to ascertain the suitability of community members who have volunteered to contribute to teaching:
1. Can you tell me about a time you presented something personal to a group of people? How did you feel about the experience?
2. Sometimes we might feel nervous about talking to a group of strangers – how do you manage that?
3. How do you respond to direction around time keeping, and interacting with a class?
4. How do you see your role in the classroom?
5. Sometimes people ask questions that are too personal – how do you respond when that happens? (Note that teaching staff will be there to assist.)
Before the teaching session

1. Teaching staff should have an understanding of the 2018 Guidelines for Gender Affirming Healthcare for gender diverse and transgender children, young people and adults in Aotearoa New Zealand (or subsequent updates) and have an understanding of the principles of relevant aspect of transgender healthcare in the context of Aotearoa New Zealand.

2. Teaching staff should provide the community members with information about the learning aims for the paper/module, the expected level of transgender knowledge among students, details of any readings or preparation that students have been set, and the proposed outcomes for the teaching.

3. Teaching staff should attend meetings and a briefing with community members at least two weeks before the teaching. These meetings should cover:
   a. Intended learning outcomes of the teaching session.
   b. Structure and specifics of the teaching session.
   c. Explaining, without jargon, the learning aims of the overall paper/module so the community members can understand the context.
   d. Clear boundaries around time management for the teaching session and how this will be enforced.
   e. Clear boundaries around interaction between students and community members.
   f. How any question and answer part of the teaching session will run and the boundaries for this part of the teaching.
g. Timing of the teaching session, including time to formally thank the community members, and time after the community members have left to allow students to process the content in relation to the course, and manage anything else that may come up from the session.

h. That the teaching will never be recorded by Otago Capture or by any other means either by the students, teaching staff or community members.

i. If a koha is given to the community members, clear expectation on how this will be done, and when the community members will receive the koha. All community members get the same koha.

Preventing the students

1. Students should have already had an introductory lecture/workshop on LGBTQIA+/Queer communities within the paper/module or another paper/module within the last year. Student should be reminded of the basic principles of this previous lecture/workshop before the community members come in. The introductory lecture/workshop is not to be run by community members.

2. The students should be made aware that the education session is specific to transgender and gender diverse communities and not LGB/queer sexualities.
During the teaching session

1. The teaching staff needs to be in charge of keeping time and should give time warnings to members (e.g., 5 minutes and 2 minutes before time is up) and instruct them to wrap up as soon as they run over time.

2. Before any question and answer section of the teaching session, the class is to be reminded about ethical behaviour (as per University of Otago policy) when asking questions, and also reminded that community members can only be asked questions based on their own life stories and experience and this cannot be generalised to all transgender and gender diverse people.

3. Questions about clinical best practice, statistics, medical procedures and clinical decision making are to be answered by the teaching staff. If the teaching staff are unsure of the answer, they are to take note of the question and provide the class with an answer at a later date after doing the required literature searching or talking to appropriate people.

4. If the teaching session is in conjunction with an assignment, the teaching staff will make it clear to students that community members are not to be approached for assistance.

5. No recordings are to be made of the teaching. Students are to be reminded that they must not make any recording of the teaching session during opening announcements.
At the end of the teaching session

1. Teaching staff should formally thank the community members for their time and acknowledge the learning that has happened in the teaching.

2. A koha is appreciated to cover the expenses incurred by the community members. Supermarket vouchers are ideal. These should be given to the community members either at the end of the session or within a week of the teaching.

3. After community members have left, the teaching staff should facilitate a discussion with students that:
   a. relates what they have heard to their area of study and the outcomes of the paper/module.
   b. allows students to process any information that may have been challenging.

4. Students must be given a list of local and national support agencies. Community members are not to be approached for individual support by either teaching staff or students.

One to two weeks after the teaching

1. Teaching staff will follow up with the community members to check the following:
   a. Gather any feedback about how the class went.
   b. Give feedback to community members.
Checklist for teaching staff

Before meeting with the transgender community members:

☐ Do you have an up to date understanding of relevant aspects of healthcare for transgender people in Aotearoa New Zealand?

☐ Do you have a working knowledge of the latest version of the *Guidelines for Gender Affirming Healthcare for gender diverse and transgender children, young people and adults in Aotearoa New Zealand* (first published in 2018)?

☐ Have you developed a plan for recruiting and screening transgender community members who are suitable for contributing to your teaching session (including a list of screening questions to ask the community members)?

☐ Do you have clear learning objectives for the teaching session that you are inviting the transgender community members to present in?

☐ Have you organised the possible length of time each person will speak for?

☐ Have you arranged a process for students to immediately discuss the material presented by transgender community members that allows students to process any information that may have been challenging and relates the presentations back the learning objectives of the paper/module?

Before the teaching session is held:

☐ Have you given the transgender community members their version of the best practice guidance and the checklist that summarises their version of the best practice guidance?

☐ Have you signed a memorandum of understanding that outlines the expected contribution of the transgender community members and your role in overseeing their contribution and the overall teaching session?
Have you informed the transgender community members of the following:

- The learning objectives of the teaching session?
- The structure of the teaching session?
- The level of knowledge on transgender healthcare by students in the group?
- Expectations around interactions with students?
- How questions will be managed?
- How much time they will have to speak and how this will be managed?
- Expectations around any reimbursement?
- Confirmation that there will be no recordings made of their contribution to the teaching?

Have your students:

- Already had an introductory lecture/workshop on LGBTQIA+ identities within the paper/module or another paper/module?
- Been informed that the session is related to transgender healthcare not sexuality?
- Been reminded about ethical behaviour when asking questions?
- Been reminded that community members can only be asked questions based on their own life stories and experience and this cannot be generalised to all transgender people?
- Been reminded that they must not record the session?
BEST PRACTICE GUIDANCE FOR TRANSGENDER COMMUNITY MEMBERS CONTRIBUTING TO HEALTH PROFESSIONAL TEACHING

Transgender and gender diverse community members contribute to academic teaching in various ways. The knowledge that is held from lived experience is essential in teaching people about transgender and gender diverse lives. In order to be a community educator you need to be able to publicly discuss your life story around being transgender/gender diverse, have outside support networks, and be able to follow the direction of teaching staff around how the teaching is run.

We acknowledge that transgender and gender diverse community members are knowledgeable about their healthcare and about current clinical practice and the issues within the healthcare system. However, healthcare for one transgender/gender diverse person is often different than for another.

Expectations of transgender community members during teaching

1. Community members must only speak to their own story of being transgender/gender diverse.
2. Community members must keep confidence about anyone related to them, friends, or other members of the transgender and gender diverse community when sharing their story.
3. Community members must attend meeting with teaching staff.
4. Community members must affirm various gender identities.
5. Community members must allow teaching staff to manage questions from students and queries that are directly related to clinical best practice, statistics, medical procedures and clinical decision making.

6. Community members must respect the boundaries of the education session including timing and content.

7. Community members must respect that teaching is not a support or advocacy position.

**Before the teaching**

1. Community members are expected to be familiar with the learning aims for the paper/module, the proposed outcomes of the teaching, and the expected level of transgender knowledge among the students before the teaching. These details will be provided by the teaching staff.

2. Community members will attend planning meetings and a briefing with teaching staff at least two weeks before the teaching. These meetings will cover:
   a. Intended outcomes of the teaching.
   b. Structure and specifics of the teaching.
   c. Clear boundaries around time management for the teaching and how this will be enforced.
   d. Clear boundaries around interaction between students and community members.
   e. How any question and answer part of the teaching will run and the boundaries for this part of the teaching.
   f. Timing of the teaching, including allocating time to formally thank the community members, and time, after the community members have left,
to allow students to process the content in relation to the course, and manage anything else that may come up from the session.
g. Confirm that Otago Capture and other recordings methods will not be used.
h. Whether a koha will be given to the community members. If a koha is to be given, the teaching staff will say what the koha will be and when it will be given. It may not always be possible for teaching staff to give a koha.

Preparing for the teaching

1. Community members are to attend all planning meetings otherwise they cannot attend the teaching.
2. Community members are expected to prepare a talk that discusses relevant aspects of their life story.
3. Community members are to abide by the guidelines of teaching staff when preparing their story/narrative.

During the teaching

1. No one is allowed to sit in on the teaching. This includes colleagues, friends, and journalists.
2. No recordings are to be made of the teaching by community members.
3. Community members are to respect the time limits of the teaching. Community members will be given a 5 minute and 1 minute warning by the teaching staff and must finish their narrative in their allotted time.
4. Community members are to only talk about their own story.
5. Community members are to abide by the memorandum of understanding between teaching staff and community members.
6. Community members are to respect the input of the teaching staff who will be actively overseeing the teaching.
7. During any question and answer time, community members will only answer questions from their own experience and will not mention other people in the transgender/gender diverse community, or the names or identifying details of any health professionals.
8. Community members will refrain from answering questions that are directly related to clinical best practice, population statistics, medical procedures and clinical decision making. The teaching staff are ultimately responsible for answering questions about anything other than the life stories of the community members. If the teaching staff are unsure of the answer to any question, they are to take note of the question and provide the class with an answer at a later date after researching the answer and/or talking to appropriate people.
At the end of the teaching

1. Community members will be formally thanked by teaching staff and leave before the end of the teaching. This is to allow students time to process the information in relation to their course.
2. The teaching staff may offer a koha to the community members at the end of the session or within a week of the teaching. This may not always be possible.
3. Community members will meet briefly after the teaching to debrief and process anything that happened in the teaching.
4. Community members are to make a few notes about how the teaching went.
5. Community members are not to offer individual support to anyone in the teaching.

One to two weeks after the teaching

1. You can expect that teaching staff will follow up with you to check the following:
   a. Gather any feedback about how the teaching went.
   b. Give feedback to the community members.
Checklist for transgender community members

Before the teaching:

Have you been given?

☐ A copy of the best practice guidance.
☐ A memorandum of understanding between you and the teaching staff.

Do you know the following?

☐ The intended learning outcomes of the teaching session
☐ Structure of the teaching
☐ Students level of knowledge on transgender healthcare
☐ Expectations around interactions with students
☐ What student questions teaching staff will answer and what students questions you can answer; what to do if you don't want to answer a question.
☐ How much time you have to speak
☐ Expectations around any reimbursement
☐ Confirmation that there will be no recordings made of your part of the teaching

Preparing for the teaching:

Have you done the following?

☐ Attended all planning meetings with teaching staff.
☐ Prepared a life narrative/personal journey that fits within the course outcomes.
☐ Discussed with teaching staff their expectations of the session.
After the teaching:

- I have met with other panel members to discuss the session.
- I have made notes on the teaching (e.g., how your part in the workshop went, positives for you, and any challenges).
- I have been contacted by the teaching staff as a follow-up (allow 1-2 weeks for this).

Template for a memorandum of understanding with transgender community members contributing to health professional teaching

As part of my involvement in [DETAILS OF THE TEACHING] I agree to the following:

1. I will only speak about my own story of being transgender/gender diverse.
2. I will keep the confidence about anyone related to me, friends, or other members of the transgender/gender diverse and wider rainbow community when sharing my story.
3. I will attend all meetings with teaching staff before and after teaching as required.
4. I will respect various gender identities including non-binary, tāhine and other indigenous gender identities.
5. I will allow teaching staff to manage students’ questions and queries that are directly related to clinical best practice, statistics, medical procedures and clinical decision making.
6. I will respect the boundaries of the education session including timing and content.
7. I understand that teaching is not a support or advocacy position and I cannot support students outside of the process if contacted from the class.
8. I cannot invite anyone, including whānau, friends, and journalists, to attend the teaching.
9. I will meet with other members of the panel after the teaching to debrief and make a set of reflective notes on the teaching to provide to teaching staff.

☐ I have been given a copy of the ‘Best practice guidance for transgender community members contributing to health professional teaching’.
☐ I have been provided with a checklist to guide me through the process.
☐ I understand and agree to the points above and I know that I can withdraw with due notice.

**Community member**  **Staff member**

Name ..................................................

Signed .............................................

Date .............................................