

**LGBT CONCERNS IN MEDICAL EDUCATION:  
A TOOL FOR INSTITUTIONAL SELF-ASSESSMENT**

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Standard	Target	Met/UnMet
<p>A thread of <u>curricular content</u> covering LGBT health care should be in place for each year of training.</p>	<p>LGBT-related instruction occurs in both of the first two years of UME curriculum, covering such core issues as:</p> <ul style="list-style-type: none"> <li>▪ Health risks and disparities</li> <li>▪ Clinical care guidelines by LGBT population</li> <li>▪ Sexual &amp; family history-taking</li> <li>▪ Ethics and professionalism</li> <li>▪ Effective communication</li> <li>▪ Special concerns of LGBT youth, seniors, parents, etc.</li> </ul> <p>In clerkships, ongoing attention is given to LGBT health care via intersessions, “lunch rounds,” faculty talks, online modules, etc.</p>	
<p>The LGBT curricular thread should receive regular <u>evaluation</u>.</p>	<ul style="list-style-type: none"> <li>▪ All LGBT-related sessions are evaluated by participants</li> <li>▪ Overall effectiveness of curricular thread is evaluated regularly</li> </ul>	
<p>An in-depth, for-credit <u>elective</u> in LGBT health should be developed and supported.</p>	<p>Topics in UME curriculum are explored in depth via an elective with subject-matter experts, patient panels, field visits, etc.</p>	

<p><u>Admissions</u> procedures should be fair, inclusive, and well-informed vis-a-vis LGBT applicants.</p>	<ul style="list-style-type: none"> <li>▪ Admissions materials and mailings are LGBT-inclusive in images presented, references to diversity, resource listings, etc.</li> <li>▪ Admissions events are LGBT-inclusive in groups invited, speakers presented, information provided, etc.</li> <li>▪ All involved in admissions receive annual training familiarizing them with LGBT anti-discrimination law/policy; LGBT people, issues, and terminology; and campus climate and policies related to LGBT students</li> <li>▪ LGBT applicants are invited to self-identify and statistics regarding LGBT applicants/admittees are meaningfully reviewed and discussed annually</li> </ul>	
<p>The <u>retention and success</u> of LGBT students should be monitored regularly, with appropriate follow-up.</p>	<ul style="list-style-type: none"> <li>▪ All incoming students are permitted to self-identify as LGBT, and all subsequent student data-gathering that requests demographic information includes LGBT status</li> <li>▪ Data on LGBT students' experiences, satisfaction, and success are regularly reviewed</li> </ul>	

<p>Student <u>well-being</u> efforts and resources, including orientations to the institution, should be inclusive of and knowledgeable about LGBT people and concerns.</p>	<ul style="list-style-type: none"> <li>▪ All professional and volunteer advisers, counselors, and mentors receive LGBT diversity training</li> <li>▪ LGBT people and resources are included in all wellbeing events and materials, including campus welcome/orientation activities, print and online listings of campus/community resources, panels on stress, parenting, etc.</li> </ul>	
<p><u>Institutional leadership</u> should meet regularly with LGBT students, faculty, and staff for advising and feedback.</p>	<ul style="list-style-type: none"> <li>▪ A standing advisory committee on LGBT issues is established and funded</li> <li>▪ The LGBT advisory committee meets regularly with institutional leadership to review successes and setbacks</li> </ul>	
<p>A paid, professional “<u>point-person</u>” on LGBT issues should be designated and funded.</p>	<p>A professional staff member is hired or assigned, preferably fulltime, as a publicly identified LGBT point-person, responsible (with funding) for curriculum/program development, training, consulting, support for LGBT students and faculty, etc.</p>	

<p><u>Mentoring and networking</u> among LGBT students, faculty, and staff should be maximally supported.</p>	<ul style="list-style-type: none"> <li>▪ A formal LGBT student group exists and receives campus funding on the same basis as similar student groups</li> <li>▪ LGBT faculty and staff receive institutional support for networking, mentoring community service, etc., as needed, on the same basis as similar groups</li> </ul>	
<p>LGBT <u>faculty</u> at every level should receive institutional support to maximize their recruitment, retention, and advancement.</p>	<ul style="list-style-type: none"> <li>▪ LGBT faculty are regularly surveyed to determine their needs and experiences, including concern that being “out” will do career damage</li> <li>▪ Faculty recruitment efforts are LGBT-sensitive and –inclusive, e.g., search leaders are trained in LGBT anti-discrimination law and policy, applicants have the opportunity to self-identify as LGBT, information is consistently provided about LGBT-related benefits and policies, etc.</li> <li>▪ Faculty mentoring initiatives always include LGBT people</li> <li>▪ Institutional leaders assess and address pay equity for LGBT faculty, LGBT representation in leadership, clustering of LGBT people by specialty, etc.</li> </ul>	

<p>LGBT students, faculty, and staff should receive equitable treatment in all institutional <u>benefits and policies</u>.</p>	<p>The institution has equalized the treatment of LGBT students and employees by:</p> <ul style="list-style-type: none"> <li>▪ Prohibiting discrimination on the basis of sexual orientation and gender identity and expression</li> <li>▪ Equalizing spousal and same-sex partner health insurance coverage</li> <li>▪ Equalizing spousal and same-sex partner retirement benefits</li> <li>▪ Providing sick and Family Medical leave for care of ill same-sex partner</li> <li>▪ Allowing same-sex-partner access to “family” or “married” housing</li> <li>▪ Providing transgender health insurance coverage</li> </ul>	
<p>LGBT <u>educational materials</u> should be developed and distributed to students, faculty, staff, and patients.</p>	<p>A brochure is distributed to all existing and incoming students, faculty, and staff (and displayed in patient areas, as appropriate), providing basic information about LGBT concerns and resources</p>	
<p>Extraordinary <u>accomplishments</u> by and for LGBT individuals should be regularly recognized by institutional leadership.</p>	<p>One or more LGBT leadership award(s) are given annually by campus leadership</p>	

<p>LGBT individuals should be consistently included when the institution seeks, promotes, celebrates, or otherwise attends to “<u>diversity</u>.”</p>	<ul style="list-style-type: none"> <li>▪ Institutional leaders meet with LGBT students, faculty, and staff to discuss benefits of LGBT diversity</li> <li>▪ LGBT people are included when other diversity elements (such as gender, race, and ethnicity) are mentioned in statements by leadership, campus PR materials, etc.</li> <li>▪ Planning and funding for campus diversity efforts include LGBT people</li> <li>▪ Institutional celebrations of “diversity holidays” include LGBT “holidays” (see below)</li> </ul>	
<p>The institution should be aware of and support <u>external organizations</u> involved with LGBT health.</p>	<ul style="list-style-type: none"> <li>▪ Institutional leadership and appropriate faculty and staff members are aware of the work of the Gay &amp; Lesbian Medical Association, AMSA’s LGBT People in Medicine, Women in Medicine, and other professional groups for LGBT people in medicine</li> <li>▪ Institutional leaders and appropriate faculty are aware of leading-edge work in LGBT health disparities and cultural competence, including Healthy People 2010 LGBT Companion Document, IOM Lesbian Health report, etc.</li> </ul>	

<p><u>Student health services</u> should be knowledgeable about LGBT health concerns.</p>	<ul style="list-style-type: none"> <li>▪ All student health services staff are trained in LGBT health care and are able to make appropriate referrals</li> <li>▪ Intake and history forms allow LGBT students to disclose their partners, gender identity/expression, sexual history, etc.</li> </ul>	
<p>The institution's <u>library</u> should include key LGBT titles and journals.</p>	<p>Library staff have consulted with LGBT health organizations, students and faculty, and library specialty groups to ensure that comprehensive, up-to-date information is available on LGBT health</p>	
<p>Proactive training in <u>transgender concerns</u> should be provided to relevant faculty and staff members.</p>	<p>Transgender education has been provided proactively to institutional leadership, registrar/records staff, campus security, student counselors, facilities managers, etc.</p>	

**Core extra-curricular LGBT programming includes:**

- ❑ National Coming Out Day (October)
- ❑ LGBT Health Awareness Week (mid-March)
- ❑ Pride Month (June) or Awareness Week (April/May)
- ❑ “LGBT 101” talk
- ❑ “LGBT Health 101” talk
- ❑ “Transgender 101” talk
- ❑ “Special topics in LGBT health” series
- ❑ “Out” providers panel
- ❑ Session discussing “outness” in residency applications

