

CHECKLIST FOR LGBT CURRICULUM INCLUSION

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FORMAL CURRICULUM

- Help interested students/faculty/staff map preclinical curriculum, note where LGBT data could be most readily added to existing lectures (see reverse), identify relevant faculty, and contact them with LGBT content (drawing on *Fenway Guide*, Fenway Modules, Kaiser Permanente LGBT Handbook, etc.)
- Identify current case in which patient could be LGBT and develop LGBT material for case (e.g., in developing diagnosis, students encounter patient mistrust based on bad prior experience with biased provider)
- Write case in which LGBT status is focal-point (e.g., sex reassignment surgery, DSD/intersex birth, significant misdiagnosis based on LGBT stereotypes)
- Develop multi-week “LGBT Health 101” course, drawing on University of Washington syllabus
- Develop stand-alone session in LGBT health as part of other course or as elective (see AMSA Gender & Sexuality materials)
- Develop online module on aspect of LGBT health (e.g., transgender needs) and make available for credit or further learning
- Review instruction related to sexuality and sexual history-taking, review resources like Fenway Modules and AMA video, and revise instruction as needed to be LGBT-inclusive
- Review instruction related to health disparities, cultural competence, bias in medicine, and/or similar topics to determine extent of LGBT inclusion; add LGBT topics as needed
- Review instruction related to patient communication to determine whether LGBT patient interactions are covered; if not, develop vignettes, videos, recommendations, etc.
- Review “patients’ voice” panels to determine whether LGBT people are included; if not, recruit and add LGBT patients
- Review curriculum areas where LGBT mentions typically occur (e.g., infectious disease) to ensure that instruction is unbiased and up-to-date
- Review sessions on ethics and professionalism to determine whether LGBT material would be appropriate and helpful
- Ensure that discussions of health insurance, health care access, medical decisionmaking and visitation, and similar topics include LGBT material
- Investigate creating an LGBT clinical elective, if your school is in an area with an LGBT clinic), or publicize out-of-town LGBT electives to your students
- In clerkship preparation and reflection sessions, mention LGBT concerns and invite students to share concerns and observations
- Ask clerkship directors to identify and develop opportunities for LGBT training/talks within clerkships

CO-CURRICULAR

- Invite and highlight significant speaker(s) on LGBT health
- Help students organize co-curricular LGBT educational sessions (e.g., elective, series, one-time events, half- or full-day conference/symposium)
- Plan a faculty development session focused on LGBT health