

CHECKLIST FOR LGBT CLIMATE EQUITY & INCLUSION

Prepared by Shane Snowdon, Director, UCSF LGBT Resource Center

POLICIES & BENEFITS

- Prohibition of discrimination on the basis of sexual orientation and gender identity, prominent posting of nondiscrimination policy, and knowledgeable handling of complaints
- Review of policies to ensure that same-sex partners are covered on same basis as spouses for sick leave, FMLA, student/employee benefits (gym membership, merchant discounts, etc.)
- Domestic partner health coverage, if spousal coverage offered to employees and/or students
- Coverage for hormones and sex reassignment surgeries in employee and/or student health policies

SERVICES & SUPPORT

- Networking opportunities for LGBT students (e.g., welcome dinners)
- Targeted support for LGBT students (e.g., panel of "out" faculty, session on "residency outness")
- Commemoration of LGBT "holidays" (e.g., National Coming Out Day, Pride, Transgender Day of Remembrance)
- Awareness of and support for student/faculty involvement in external organizations/events (e.g., Gay & Lesbian Medical Association, Women in Medicine, AMSA's Gender & Sexuality Committee, local LGBT clinics)
- Mentoring for LGBT faculty and students (e.g., "Out List," mentoring reception)
- Inclusion of LGBT people/issues in all orientations to school and medical profession
- Inclusion of LGBT people/issues in all diversity statements, plans, events, and discussions
- High-level advisory committee on LGBT issues
- School award or other high-level recognition for LGBT leadership
- Designation of faculty or staff member as school's LGBT point-person, preferably as percentage of paid time.
- Encouragement or support for LGBT (or LGBT and ally) group for students
- Encouragement or support for LGBT (or LGBT and ally) group for faculty and staff
- Development and dissemination of LGBT educational brochure for students, faculty, and staff

TRAINING

- Training in LGBT issues (with special attention to transgender issues) for one or more of these units: mental health counseling, academic counseling, dean's office, student health, police, HR, managers

RECRUITMENT & RETENTION

- In admissions, LGBT training for reviewers and interviewers, monitoring for LGBT bias, mention of LGBT resources in informational mailings, LGBT visibility on visiting days, LGBT inclusion in outreach materials, etc.
- In faculty recruitment, LGBT training for reviewers/interviewers and monitoring for LGBT bias
- Regular focus groups of LGBT students, faculty, and staff to assess LGBT equity and inclusion

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 UCSF list behind UCSF Materials tab), 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 (behind FAQs tab in binder)
- Develop stand-alone session in LGBT health as part of other course or as elective (see AMSA materials behind Key Resources tab and/or contact UCSF)
- 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 (see National Health Coalition website: lgbthealth.net), 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