

LGBT INCLUSION IN THE CURRICULUM & BEYOND: UC SAN FRANCISCO
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MAP OF CURRICULUM

Three second-year students mapped the first two years in detail, identifying for each subject area what was being taught, what LGBT content might be infused in each, and to whom requests for infusion in each area should go. Areas identified for infusions via the map included these:

Cardiovascular risk	Health disparities
Obesity and eating disorders	Mental health
Substance abuse	“The sexual brain”
HIV/HPV/hepatitis/syphilis/gonorrhea/etc.	Smoking cessation
Cancer	Adolescent medicine
Geriatric medicine	Building a medical history
Building a sexual history	Health disparities

LESBIAN CASE (FIRST YEAR)

All first-year students deal with a case designed to showcase LGBT health issues. In it, a lesbian refuses a pregnancy test and her partner experiences difficulty in accessing information about her. The students discuss building rapport with LGBT patients, as well as legal and HIPAA requirements relevant to same-sex domestic partners. The faculty members guiding the small-group discussions receive training in LGBT health concerns, and, after the completion of the case, all faculty and students receive a handout listing LGBT health resources.

HISTORY-TAKING (FIRST YEAR)

The first-year lectures on both general and sexual history-taking specifically include LGBT-related concerns. In addition, patient videos developed for small-group discussion of sexual history-taking include an interview with a gay patient.

INTERSEX CASE (SECOND YEAR)

A case was developed for all second-year students focused on an infant born with ambiguous genitalia. Case development included consultation with intersex advocacy groups.

DEDICATED LGBT SESSION (SECOND YEAR)

All second-year students receive 3 hours of dedicated instruction in LGBT health. They read a mandatory 20-page syllabus chapter (optional readings are available in print and online), hear a 30-minute lecture, experience a 60-minute panel of LGBT patients, and discuss three clinical vignettes in 90-minute small groups led by out LGBT faculty.

TRANSGENDER INDEPENDENT LEARNING MODULE (SECOND YEAR)

At the time of the dedicated session described above, students have the opportunity to learn about transgender health in detail, via an online Independent Learning Module developed in consultation with transsexual patients, health advocates, and MDs. The module has proved very popular.

THIRD YEAR & FOURTH YEAR

“Intersessions” on ethics and professionalism include explicit attention to LGBT patient issues, and LGBT health concerns are prominently featured among the options for “social sciences pathway” projects, which the majority of students undertake.

CLERKSHIPS

In at least three clerkships (pediatrics, psychiatry, ob/gyn), faculty regularly give presentations on relevant LGBT health issues and distribute related materials.

Together with formal curriculum work, these extra-curricular initiatives have also been successful:

LGBT HEALTH ELECTIVE

A popular student-organized elective for credit spans the 10-week quarter in which the mandatory second-year 3-hour LGBT session occurs.

LGBT HEALTH FORUM

A for-credit and CME-granting weekend forum on LGBT issues for health students and professionals occurs within the quarter in which the mandatory second-year 3-hour LGBT session also occurs.

SUMMIT OF CALIFORNIA MEDICAL SCHOOLS ON LGBT HEALTH ISSUES

In March 2009, up to ten faculty and administrators from each California medical school will be invited to attend this Summit at UCSF, with all expenses paid by The California Endowment.

LGBT HEALTH PRESENTATIONS

Throughout the year, 60- to 90-minute sessions are presented on these and other topics in LGBT health: primary care for LGBT people, intersex concerns, transgender concerns, LGBT health risks and disparities, LGBT cancer survivorship, legal and economic barriers to LGBT healthcare access, etc.

ADMISSIONS

A paper on the need for increased representation of LGBT people in medicine (both generally and within certain specialties, especially surgical) has been discussed in detail with the admissions committee. Admissions outreach efforts now include LGBT materials, and all applicants indicating interest and/or experience in LGBT issues are given information about the LGBT Center. In addition, LGBT faculty and students are involved in programming for underrepresented students during “second look” weekend.

STUDENT ORIENTATION

The “diversity” session within orientation now explicitly includes attention to LGBT people/issues.

LGBT FACULTY DEVELOPMENT

LGBT faculty meet regularly to network and to discuss recruitment, retention, and advancement issues.

MENTORING OF LGBT STUDENTS

An online list of 70+ out LGBT faculty facilitates informal networking and mentoring. In addition, there are regular faculty-student mentoring events, including a panel of faculty discussing “being out as a clinician” and another faculty panel discussing “being out on the residency application.”

HIGH-LEVEL LGBT RECOGNITION

UCSF’s Chancellor annually gives three LGBT leadership awards of \$2,000 each to a student, faculty member, and staff member.

INSTITUTIONALIZED LGBT RESOURCES

UCSF has an LGBT Resource Center, which presents a comprehensive program of educational events for all campus community members (as well as providing consulting, advocacy, and other support). In addition, the UCSF Chancellor has created an LGBT Advisory Committee that meets monthly.

OTHER ELEMENTS

An available-on-request institutional self-assessment highlights other areas of work, including distribution of LGBT informational materials to all incoming students and faculty, assessment of library holdings from an LGBT standpoint, provision of LGBT training to key faculty and staff members, etc.