



IDEAS Learning Series

Inclusion, Diversity,
Equity, and Anti-racism

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Tomorrow's Doctors, Tomorrow's Cures®

Association of
American Medical Colleges

Improving the Learning Environment for LGBTQ+ Medical Students



Kristen Eckstrand, MD, PhD

Pronouns: she/they

Medical Director, UPMC LGBTQ+ Health

Medical Director, SAFE, SAFETY, & PFE Programs, Western Psychiatric Hospital of UPMC

Assistant Professor of Psychiatry, University of Pittsburgh



Fae A. Kronman, MS

Pronouns: they/them/theirs

MD/PhD Candidate, Pennsylvania State University

Director of Marketing & Design, Medical Student Pride Alliance

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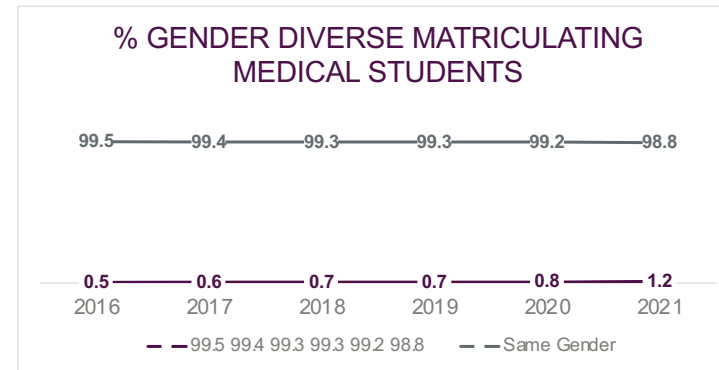
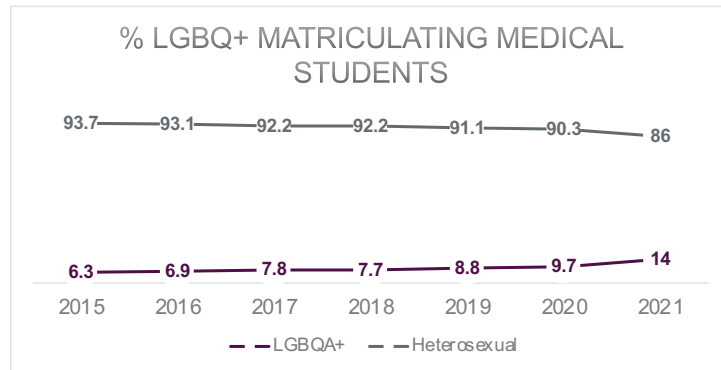
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Learning Objectives

- Discuss the current state of the learning environment for LGBTQ+ medical students
- Identify inequities faced by LGBTQ+ students during their medical training
- Describe targets in the learning environment that require improvement to support LGBTQ+ medical students
- Discuss strategies for improving the learning environment for LGBTQ+ medical students

LGBTQ+ Representation in Medical Schools



Americans' Self-Identified Sexual Orientation and Gender Identity, by Generation and Gender

	Bisexual	Gay	Lesbian	Transgender	Other
	%	%	%	%	%
Generation					
Generation Z	15.0	2.5	2.0	2.1	1.2
Millennials	6.0	2.2	1.3	1.0	0.4
Generation X	1.7	1.1	0.8	0.6	<0.05
Baby boomers	0.7	1.0	0.7	0.1	0.1
Traditionalists	0.2	0.4	0.1	0.2	0.1

GALLUP, 2021

How Did We Get Here? (2005-2012)

LGBTQ+ Health Disparities

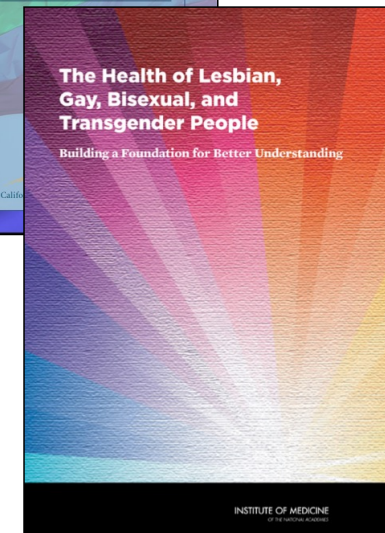
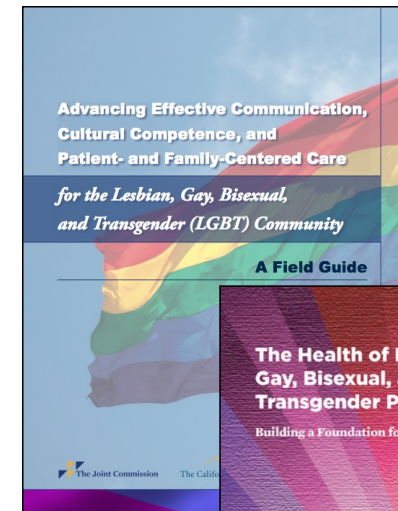
- Access to Care
- Health Outcomes and Treatment
- Intersectional Challenges

Medicine Contributes to Disparities

- Negative environment
- Bias and discrimination
- Lack of appropriate education
- Limited cultural humility
- Limited outreach and advocacy

National Support

- Presidential Executive Orders
- Joint Commission Standards
- Affordable Care Act
- NIH: *Research on the Health of LGBTQ+ Populations*



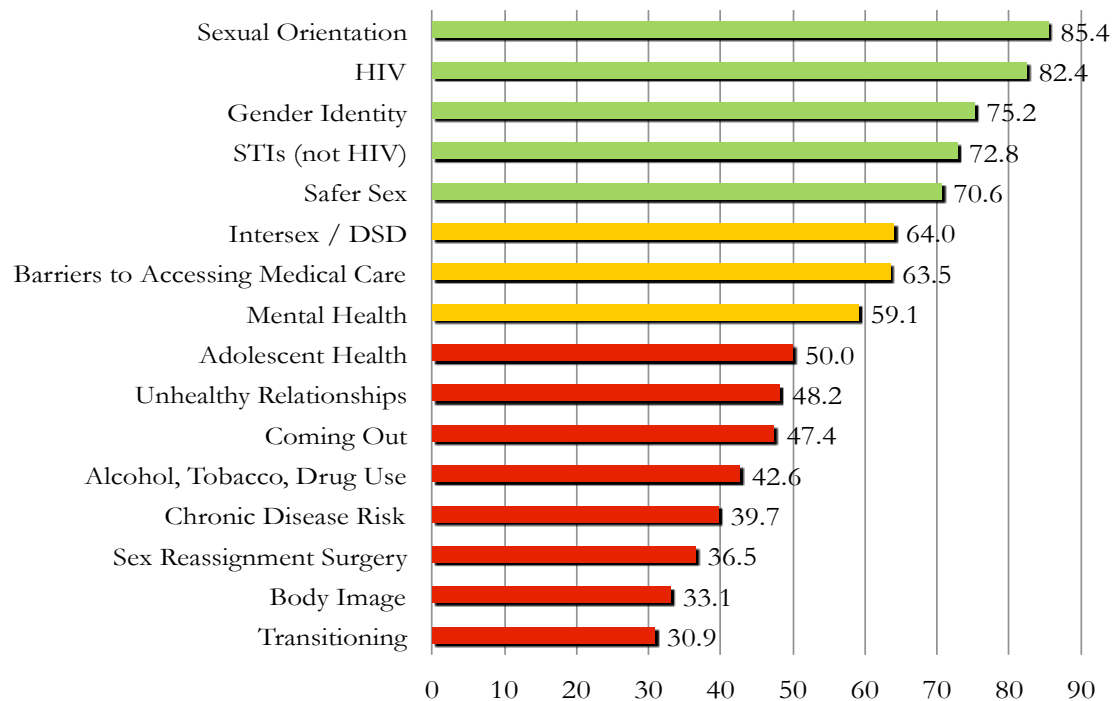
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How Did We Get Here? (2005-2012)

Percentage of Medical Schools Teaching LGBTQ+ Related Topics in the Required Curriculum



Obedin-Maliver, et. al. JAMA 2011

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How Did We Get Here? (2012-2015)

Toward a Common Taxonomy of Competency Domains for the Health Professions and Competencies for Physicians

Robert Englander, MD, MPH, Terri Cameron, MA, Adrian J. Ballard, Jessica Dodge, Janet Bull, MA, and Carol A. Aschenbrener, MD

Acad Med. 2013;88:00-00.

First published online

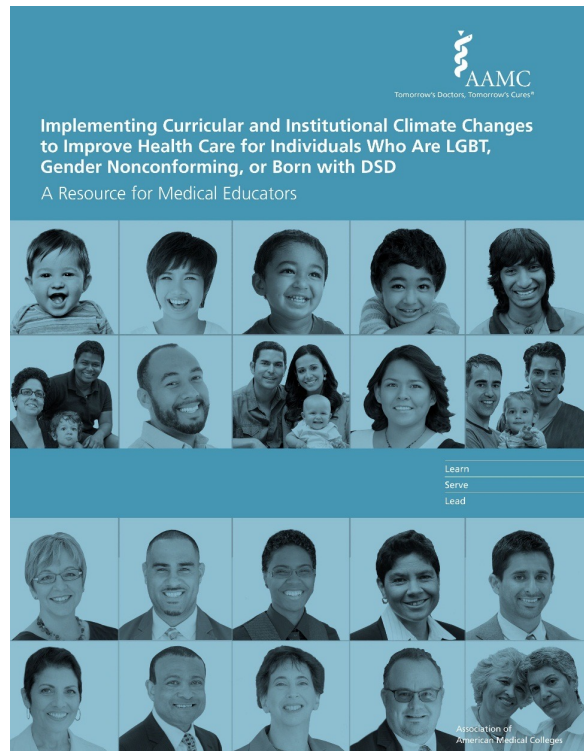
doi: [10.1097/ACM.0b013e31829a3b2b](https://doi.org/10.1097/ACM.0b013e31829a3b2b)

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How Did We Get Here? (2012-2015)



Giving Context to the Physician Competency Reference Set: Adapting to the Needs of Diverse Populations

Kristen L. Eckstrand, MD, PhD, Jennifer Potter, MD, Carey Roth Bayer, EdD, RN, CSE, and Robert Englander, MD, MPH

Academic Medicine, Vol. 91, No. 7 / July 2016

Implementing Curricular and Institutional Climate Changes to Improve Health Care for Individuals Who Are LGBT, Gender Nonconforming, or Born with DSD



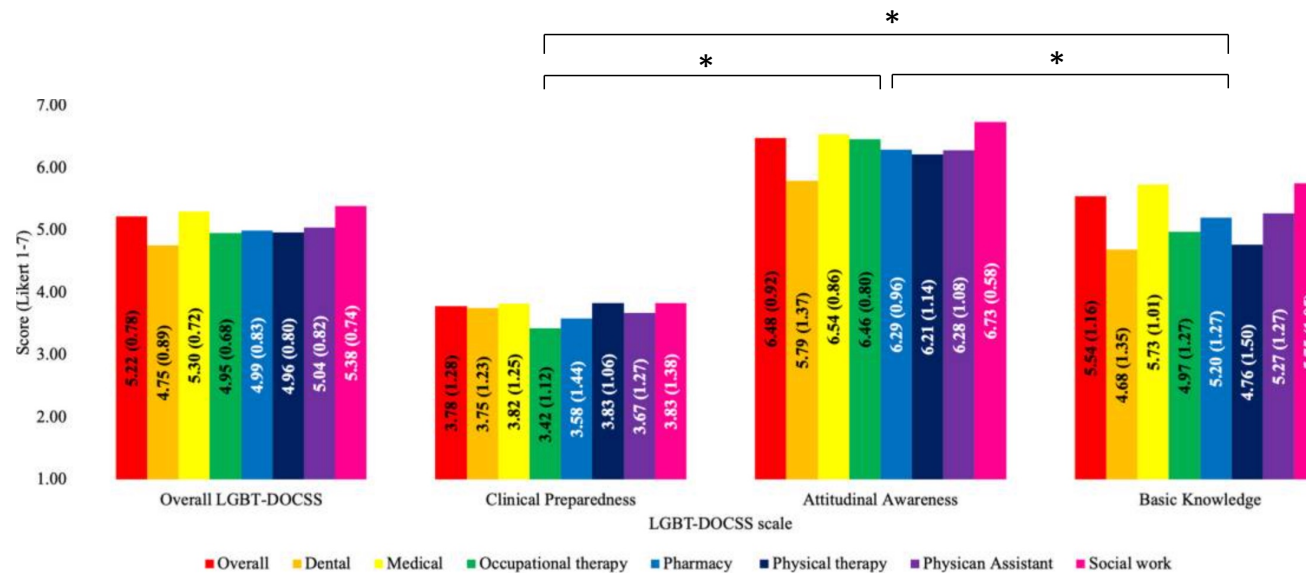
Chapter 6.3 Evaluating the Institution and the Institutional Climate

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How Did We Get Here? (2017-2020)



* $p < 0.001$

N=1,701 students

Nowaskie, D.Z., Patel, A.U. and Fang, R.C., 2020. *Plos one*, 15(8), p.e0237670.

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How Did We Get Here? (2017-2020)

- 2-3x increase in curricular content, but primarily in “easy” areas (HIV, safe-sex practices, and disorders of sex development)
- Challenging topics remain unaddressed (e.g., coming out, LGBT adolescents, substance use, chronic disease, and body image)
- Limited LGBTQ+ patient exposure
 - Two-thirds of respondents cared for >6 LGB patients in medical school
 - 93% cared for <five transgender patients
 - 40% cared for zero transgender patients

Honigberg MC et al. Curricular Time, Patient Exposure, and Comfort Caring for Lesbian, Gay, Bisexual, and Transgender Patients Among Recent Medical Graduates. *LGBT Health*. 2017;4(3):237-239.

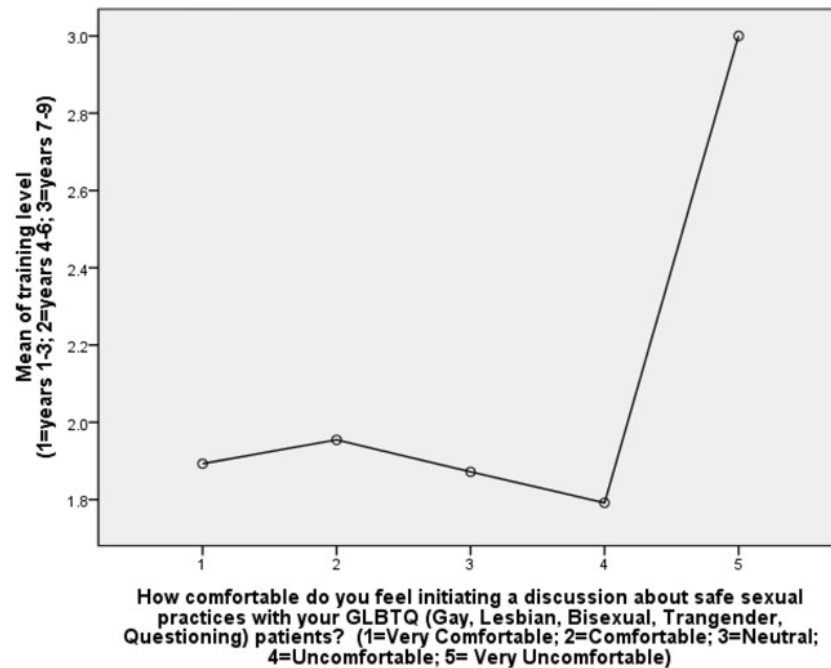
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Attitudes Don't Translate to Comfort or Ability

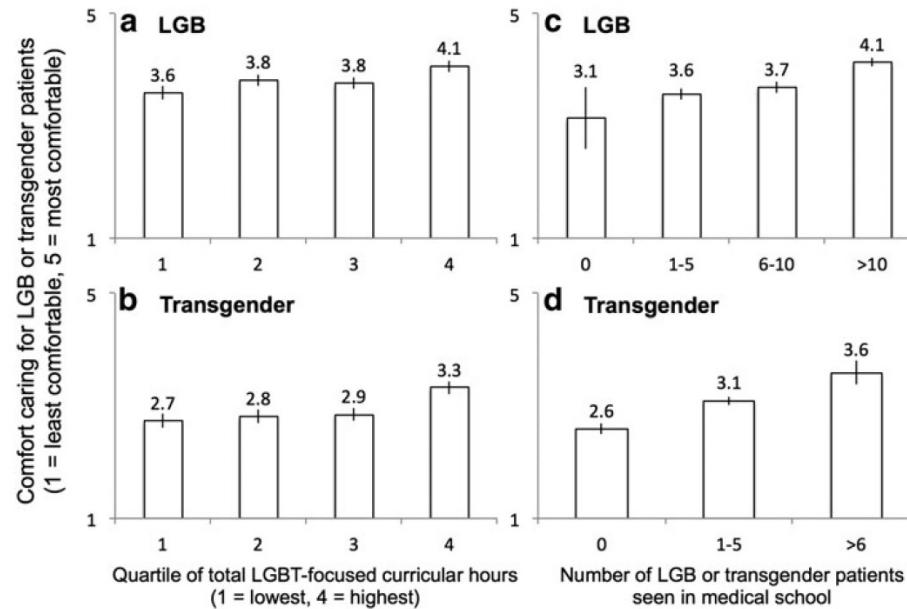
Figure 1: Comfort Level in Initiating Discussion With LGBTQ Patients



- Comfort decreases with increasing experience
- May be a function of age versus other factors

Hayes V, Blondeau W, Bing-You RG. Assessment of Medical Student and Resident/Fellow Knowledge, Comfort, and Training With Sexual History Taking in LGBTQ Patients. *Fam Med*. 2015;47(5):383-387.

Attitudes Don't Translate to Comfort or Ability



Honigberg MC et al. Curricular Time, Patient Exposure, and Comfort Caring for Lesbian, Gay, Bisexual, and Transgender Patients Among Recent Medical Graduates. *LGBT Health*. 2017;4(3):237-239.

Poorer Comfort/Ability Impact Learning Environment

Experience of LGB medical students is similar to the general population

	Stress	Social Isolation	Social support	Financial concern	Emotional Climate
LGB	↑	↑	↓	↑	↓

M2 AAMC MSQ (n=3,466 students)

Koenig, Caulfield, & Grbic, AAMC 2013 Annual Meeting

Poorer Comfort/Ability Impact Learning Environment

25-30% of LGBTQ+ medical students are not out in medical school (data collected in 2010)

- Fear of discrimination in medical school and residency
- Social / cultural norms
- Career options
- Lack of support
- Pressure from family and friends
- Fear of patient discrimination
- Religious beliefs
- No one's business

Mansh M et al. 2015. Academic Medicine



LGBQ+ Medical Student Learning Environment

- LGBQ+ medical students report less favorable perceptions of the emotional climate and faculty-student interactions in their learning environments
- LGBQ+ medical students were more likely to be in the top quartile for burnout scores
- Poorer perceptions of the medical school learning environment associated with higher burnout symptoms.

JAMA
Network | **Open**™

Original Investigation | Diversity, Equity, and Inclusion

Burnout and Perception of Medical School Learning Environments Among Gay, Lesbian, and Bisexual Medical Students

Caitlin R. Ryus, MD, MPH; Elizabeth A. Samuels, MD, MPH, MHS; Ambrose H. Wong, MD, MEd, MHS; Katherine A. Hill, BS/BA;
Stephen Huot, MD, PhD; Dowin Boatright, MD, MBA, MHS

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Learning Environment

- LGBTQ+ medical students reported more instances of mistreatment and discrimination than their heterosexual counterparts, higher exhaustion, and higher disengagement
- Recurrent experiences of multiple types of mistreatment and discrimination increased as the number of marginalized identities held by a student increased
- Mistreatment and discrimination mediated exhaustion scores for all identity groups

RESEARCH

Marginalized identities, mistreatment, discrimination, and burnout among US medical students: cross sectional survey and retrospective cohort study

Bethlehem G Teshome,^{1,2} Mayur M Desai,³ Cary P Gross,⁴ Katherine A Hill,⁵ Fangyong Li,⁶ Elizabeth A Samuels,⁷ Ambrose H Wong,⁸ Yunshan Xu,⁶ Dowin H Boatright⁸

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LGBQ+ residents experience worsening depression and anxiety due to a lower sense of belonging during residency

TABLE 3. DESCRIPTIVE STATISTICS AND CORRELATIONS AMONG BELONGING, DEPRESSION, AND ANXIETY

	<i>Belonging (R2)</i>	<i>Depression (R3)</i>	<i>Anxiety (R3)</i>	<i>Depression (M4)</i>	<i>Anxiety (M4)</i>
Bivariate correlations					
Depression (R3)	−0.38				
Anxiety (R3)	−0.27	0.63			
Depression (M4)	−0.32	0.45	0.34		
Anxiety (M4)	−0.24	0.36	0.44	0.61	
Descriptive statistics					
Mean	3.85	51.04	57.11	48.81	56.68
Standard Deviation	0.81	8.26	8.62	8.66	8.83
Cronbach's α	0.92	0.93	0.92	0.93	0.91

Wang K et al. 2020. LGBT Health.

Midpoint Summary

- There is a growing number of medical students who identify as LGBTQ+ and/or trans and gender diverse
- Significant strides have been made in the medical school curriculum
- Positive attitudes have not translated into a positive learning environment for LGBTQ+ students
 - Witnessing discomfort and students' learning curves may be particularly challenging
- LGBTQ+ medical students experience more adversity in the learning environment, which impacts burnout
- Little-to-no data on experiences of trans and gender diverse medical students

2021 LGBTQ+ EQUITY REPORT CARD

GOAL

Collect and share information about safety and support for LGBTQ+ individuals at medical schools in the United States.



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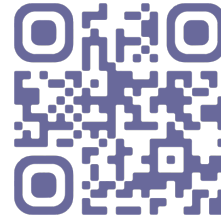


Austen Ott (they/them)



Len Ho (they/them)

Download
Full Report



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2021 MSPA LGBTQ+ EQUITY REPORT CARD

	OVERALL GRADE	Non-discrimination	Same-Sex Partners	Gender-Inclusive	Spices	Transition	Health Coverage	Diversity	Admissions	Employees	Organizations	Professional Development	Safety Training
Boston University School of Medicine	B-	B	B	C	C	B	B	B	B	B	B	B	C
California Health Sciences College of Osteopathic Medicine	B+	A	B	B	B	A	B	B	B	B	B	B	B
Case Western Reserve University School of Medicine	B	B	B	B	C	B	B	B	B	B	B	B	B
Cooper Medical School of Rowan University	C+	B	B	C	D	B	B	C	C	B	C	D	D
Duke University School of Medicine	B-	B	B	B	B	B	B	C	B	B	C	D	D
Florida State University College of Medicine	B-	B	-	C	C	C	B	B	B	B	B	C	C
Icahn School of Medicine at Mount Sinai	B	B	A	B	-	B	B	B	A	A	B	D	D
Lerner College of Medicine at the University of Vermont	B+	A	-	B	B	B	B	A	B	A	B	B	B
McGovern Medical School	B-	B	B	C	B	-	B	B	B	B	B	C	C
Medical College of Wisconsin	C+	B	B	C	C	C	B	C	C	B	C	D	D
Michigan State University College of Human Medicine	C+	B	B	C	D	-	C	C	C	B	C	B	B
NYU Grossman School of Medicine	B+	A	A	B	B	B	B	B	B	B	B	B	B
Oakland University William Beaumont School of Medicine	C+	B	B	D	D	C	B	B	B	B	B	C	C
Oregon Health and Science University School of Medicine	A-	A	A	A	B	A	A	B	A	B	B	B	B
Pacific Northwest University of Health Sciences College of Osteopathic Medicine	C+	B	A	C	D	D	B	C	C	B	C	C	C
Penn State College of Medicine	B-	A	B	B	C	B	B	B	A	B	B	C	C
Renaissance School of Medicine at Stony Brook University	C-	C	C	D	D	B	C	D	D	D	B	D	C
Stanford University School of Medicine	B	A	B	B	B	A	C	B	B	B	B	-	-
SUNY Upstate Medical University	B-	B	-	B	C	C	B	B	B	B	B	C	C
Tulane University School of Medicine	B-	B	C	C	D	C	B	C	C	B	C	D	D
University at Buffalo Jacobs School of Medicine and Biomedical Sciences	C+	B	C	C	D	C	B	B	B	B	D	B	B
University of Cincinnati College of Medicine	B-	B	-	C	C	C	B	B	B	B	C	C	C
University of Colorado School of Medicine	C+	B	-	C	C	B	B	C	B	C	C	C	C
University of Louisville School of Medicine	B+	A	B	C	B	B	A	A	B	B	B	B	B
University of Maryland School of Medicine	B-	B	-	C	D	B	A	B	C	B	B	B	B
University of Michigan Medical School	B+	B	A	C	B	A	A	B	B	A	B	B	B
University of Nebraska Medical Center College of Medicine	B-	B	B	C	C	B	B	C	B	B	C	B	B
University of Pittsburgh School of Medicine	B	B	A	C	B	B	B	B	A	C	C	C	C
University of Texas Rio Grande Valley School of Medicine	C	B	-	C	D	-	C	C	D	B	D	C	C
University of Texas Southwestern Medical School	B	A	-	B	B	B	B	B	B	A	B	D	D
University of Washington School of Medicine	C	B	C	B	D	D	B	C	C	B	C	C	C
University of Wisconsin School of Medicine and Public Health	C	B	D	C	D	C	C	C	-	B	C	D	D
Warren Alpert Medical School of Brown University	B-	B	-	C	D	C	A	B	C	A	B	C	C
Wright State University Boonshoft School of Medicine	C+	B	B	C	D	C	B	C	B	B	C	C	C
Yale School of Medicine	B	B	-	B	B	A	A	C	B	B	B	D	D



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Grading Scale

A = Exceeds Criteria
B = Fully Meets Criteria
C = Partially Meets Criteria
D = Does Not Meet Criteria

Last updated in September 2021

View the full report by accessing the link or QR code:
<https://www.medpride.org/2021-lgbtq-report-card>



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2021 LGBTQ+ EQUITY REPORT CARD

METRICS

- Non-discrimination
- Same-Sex Partner Support
- Gender Inclusive Spaces
- Transition Support
- Health Coverage
- Diversity
- Admissions
- Employees
- Organizations
- Professional Development
- Sensitivity Training

7

2021 MSPA LGBTQ+ EQUITY REPORT CARD

METRICS

1. **Nondiscrimination.** My institution includes "sexual orientation" and "gender identity and expression" in a nondiscrimination policy.
2. **Same-Sex Partners.** My institution extends all family benefits (including health coverage, family leave, discounts, memberships, loans, fee waivers, housing, etc.) to spouses and same-sex domestic partners on an equal basis.
3. **Gender-Inclusive Spaces.** My institution has accessible gender-inclusive housing, bathrooms, locker rooms, and other gender-inclusive spaces.
4. **Transition.** My institution has a policy in place, a knowledgeable point person, and legal, social, and financial resources for transitioning transgender students, staff, and faculty.
5. **Health Coverage.** My institution's health insurance coverage includes gender-affirming health care, sexual and reproductive health care, and mental health care.
6. **Diversity.** My institution includes LGBTQ+ people in its diversity statement, its diversity advisory groups, and its diversity events.
7. **Admissions.** My institution develops targeted LGBTQ+ outreach materials, provides contact information for people or organizations who can provide LGBTQ+ perspectives, recruits LGBTQ+ people to be admissions reviewers and interviewers, trains admissions staff to be sensitive to LGBTQ+ concerns, and allows LGBTQ+ applicants to self-identify.
8. **Employees.** My institution recruits and retains LGBTQ+ staff and faculty, provides LGBTQ+ training to human resources staff, and includes "sexual orientation" and "gender identity and expression" in equal employment opportunity employer notifications.
9. **Organizations.** My institution sponsors, funds, and promotes at least one interest group for LGBTQ+ students.
10. **Professional Development.** My institution provides mentorship, networking, and professional development opportunities, including welcome and orientation events, student life panels and workshops, guest speakers, and social activities for LGBTQ+ students, faculty, and staff.
11. **Sensitivity Training.** My institution provides comprehensive, mandatory LGBTQ+ sensitivity training to all faculty and staff, including counseling, international student services, campus police, student health center, financial aid, and other departments with direct student contact.



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2021 LGBTQ+ EQUITY REPORT CARD

EVALUATION SCALE

A = Exceeds Criteria
 B = Fully Meets Criteria
 C = Partially Meets Criteria
 D = Does Not Meet Criteria
 – = Not Enough Data Available

Open Response Accepted

* Results reflective of the medical student perspective, *not* school policy

* Data collection: Nov 2020 – Jan 2021

7

2021 MSPA LGBTQ+ EQUITY REPORT CARD

METRICS

- Nondiscrimination.** My institution includes "sexual orientation" and "gender identity and expression" in a nondiscrimination policy.
- Same-Sex Partners.** My institution extends all family benefits (including health coverage, family leave, discounts, memberships, loans, fee waivers, housing, etc.) to spouses and same-sex domestic partners on an equal basis.
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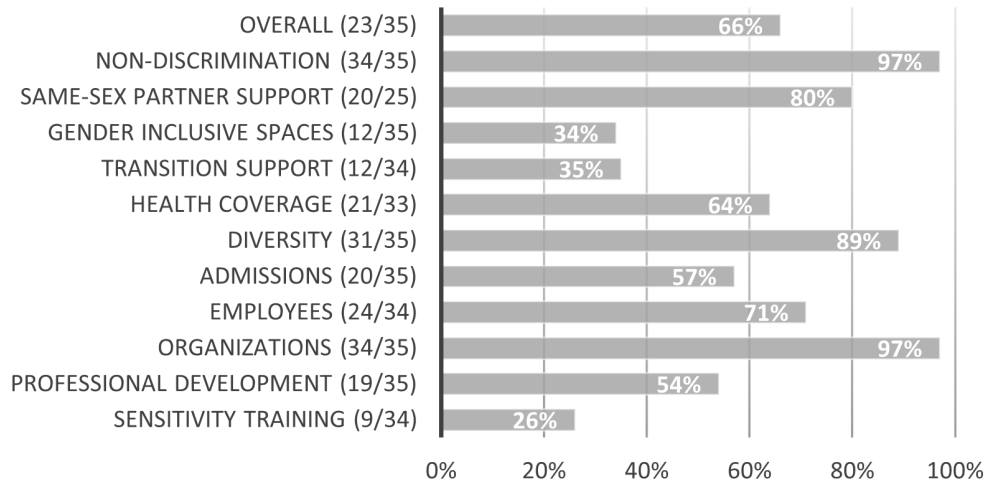
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2021 LGBTQ+ EQUITY REPORT CARD

Institutions Fully Meeting Criteria



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2021 MSPA LGBTQ+ EQUITY REPORT CARD

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2021 LGBTQ+ EQUITY REPORT CARD

SELECTED RESPONSES

"Pride symbols are displayed throughout the department of admissions and all staff and interviewers engage in implicit bias training."

"Preferred names may be listed on ID badges."

"Resources for name and identity document changes are available."

"Students have reported difficulty with health insurance reimbursement for gender affirming care"

"Many initiatives in [professional development] are student-run and student-driven."

"There are some gender-inclusive bathrooms, but many gender-specified locker rooms."

"The institution supports but does not fund the LGBTQ+ student organization."

"Initiatives in [admissions] are largely student led."

10		2021 MSPA LGBTQ+ EQUITY REPORT CARD										
	OVERALL GRADE		Grading Scale									
			Non-discrimination	Same-Sex Partners	Gender-Inclusive Spaces	Transition	Health Coverage	Diversity	Admissions	Employees	Organizations	Professional Development
Boston University School of Medicine	B-		B	B	C	C	B	B	B	B	B	C
California Health Sciences College of Osteopathic Medicine	B+		A	B	B	B	A	B	B	B	B	B
Case Western Reserve University School of Medicine	B		B	B	B	C	B	B	B	B	B	B
Cooper Medical School of Rowan University	C+		B	B	C	D	B	B	C	C	B	C
Duke University School of Medicine	B-		B	B	B	B	B	B	C	B	B	C
Florida State University College of Medicine	B-		B	-	C	C	C	B	B	B	B	C
Icahn School of Medicine at Mount Sinai	B		B	A	B	-	B	B	B	A	A	B
Lamar College of Medicine at the University of Vermont	B+		A	-	B	B	B	B	A	B	A	B
McGovern Medical School	B-		B	B	C	B	-	B	B	B	B	C
Medical College of Wisconsin	C+		B	B	C	C	C	B	C	C	B	C
Michigan State University College of Human Medicine	C+		B	B	C	D	-	C	C	C	C	B
NYU Grossman School of Medicine	B+		A	A	B	B	B	B	B	B	B	B
Oakland University William Beaumont School of Medicine	C+		B	B	D	D	C	B	B	B	B	C
Oregon Health and Science University School of Medicine	A-		A	A	A	B	A	A	B	A	B	B
Pacific Northwest University of Health Sciences College of Osteopathic Medicine	C+		B	A	C	D	D	B	C	C	B	C
Penn State College of Medicine	B-		A	B	B	C	B	B	B	A	B	C
Renaissance School of Medicine at Stony Brook University	C-		C	C	D	D	B	C	D	D	B	C
Stanford University School of Medicine	B		A	B	B	B	A	C	B	B	B	-
SUNY Upstate Medical University	B-		B	-	B	C	C	B	B	B	B	C
Tulane University School of Medicine	B-		B	C	C	D	C	B	C	C	B	C
University at Buffalo Jacobs School of Medicine and Biomedical Sciences	C+		B	C	C	D	C	B	B	B	B	D
University of Cincinnati College of Medicine	B-		B	-	C	C	C	B	B	B	B	C
University of Colorado School of Medicine	C+		B	-	C	C	B	B	C	C	C	C
University of Louisville School of Medicine	B+		A	B	C	B	A	A	B	B	B	B
University of Maryland School of Medicine	B-		B	-	C	D	B	A	B	C	B	B
University of Michigan Medical School	B+		B	A	C	B	A	A	B	B	A	B
University of Nebraska Medical Center	B-		B	B	C	C	B	B	C	B	B	C
University of Pittsburgh School of Medicine	B		B	A	C	B	B	B	B	A	A	C
University of Texas Rio Grande Valley School of Medicine	C		B	-	C	D	-	C	C	D	B	C
University of Texas Southwestern Medical School	B		A	-	B	B	B	B	B	B	A	B
University of Washington School of Medicine	C		B	C	B	D	D	B	C	C	B	C
University of Wisconsin School of Medicine and Public Health	C		B	D	C	D	C	C	C	-	B	C
Warren Alpert Medical School of Brown University	B-		B	-	C	D	C	A	B	C	A	B
Wright State University Boonshoft School of Medicine	C+		B	B	C	D	C	B	C	B	B	C
Yale School of Medicine	B		B	-	B	B	A	A	C	B	B	B



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LGBTQ+ EQUITY • ACADEMIC • MEDICAL

Grading Scale
A = Exceeds Criteria
B = Fully Meets Criteria
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D = Does Not Meet Criteria

Last updated in September 2021
View the full report by accessing the link or QR code:
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2021 LGBTQ+ EQUITY REPORT CARD

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Austen Ott (they/them)



Len Ho (they/them)

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2021 MSPA LGBTQ+ EQUITY REPORT CARD

	OVERALL GRADE	Non-discrimination	Same-Sex Partners	Gender-Inclusive Spaces	Transition	Health Coverage	Diversity	Admissions	Employees	Organizations	Professional Development	Scholarship Training
Boston University School of Medicine	B-	B	B	C	C	B	B	B	B	B	B	C
California Health Sciences College of Osteopathic Medicine	B+	A	B	B	B	A	B	B	B	B	B	B
Case Western Reserve University School of Medicine	B	B	B	B	C	B	B	B	B	B	B	B
Cooper Medical School of Rowan University	C+	B	B	C	D	B	B	C	C	B	C	D
Duke University School of Medicine	B-	B	B	B	B	B	B	C	B	B	C	D
Florida State University College of Medicine	B-	B	-	C	C	C	B	B	B	B	B	C
Icahn School of Medicine at Mount Sinai	B	B	A	B	-	B	B	B	A	A	B	D
Larner College of Medicine at the University of Vermont	B+	A	-	B	B	B	B	A	B	A	B	B
McGovern Medical School	B-	B	B	C	B	-	B	B	B	B	B	C
Medical College of Wisconsin	C+	B	B	C	C	C	B	C	C	B	C	D
Michigan State University College of Human Medicine	C+	B	B	C	D	-	C	C	C	C	B	C
NYU Grossman School of Medicine	B+	A	A	B	B	B	B	B	B	B	B	B
Oakland University William Beaumont School of Medicine	C+	B	B	D	D	C	B	B	B	B	B	C
Oregon Health and Science University School of Medicine	A-	A	A	A	B	A	A	B	A	B	B	B
Pacific Northwest University of Health Sciences College of Osteopathic Medicine	C+	B	A	C	D	D	B	C	C	B	C	C
Penn State College of Medicine	B-	A	B	B	C	B	B	B	A	B	B	C
Renaissance School of Medicine at Stony Brook University	C-	C	C	D	D	B	C	D	D	B	D	C
Stanford University School of Medicine	B	A	B	B	B	B	A	C	B	B	B	-
SUNY Upstate Medical University	B-	B	-	B	C	C	B	B	B	B	B	C
Tulane University School of Medicine	B-	B	C	C	D	C	B	C	C	B	C	D
University at Buffalo Jacobs School of Medicine and Biomedical Sciences	C+	B	C	D	C	C	B	B	B	B	D	B
University of Cincinnati College of Medicine	B-	B	-	C	C	C	B	B	B	B	C	C
University of Colorado School of Medicine	C+	B	-	C	C	B	B	C	B	C	C	C
University of Louisville School of Medicine	B+	A	B	C	B	B	A	A	B	B	B	B
University of Maryland School of Medicine	B-	B	-	C	D	B	A	B	C	B	B	B
University of Michigan Medical School	B+	B	A	C	B	A	A	B	B	A	B	B
University of Nebraska Medical Center	B-	B	B	C	C	B	B	C	B	B	C	B
College of Medicine	B-	B	A	C	C	B	B	B	B	A	C	C
University of Pittsburgh School of Medicine	C	B	-	C	D	-	C	C	D	B	D	C
University of Texas Rio Grande Valley School of Medicine	C	B	-	C	D	-	C	C	D	B	D	C
University of Texas Southwestern Medical School	B	A	-	B	B	B	B	B	B	A	B	D
University of Washington School of Medicine	C	B	C	B	D	D	B	C	C	B	C	C
University of Wisconsin School of Medicine and Public Health	C	B	D	C	D	C	C	C	-	B	C	D
Warren Alpert Medical School of Brown University	B-	B	-	C	D	C	A	B	C	A	B	C
Wright State University Boonshoft School of Medicine	C+	B	B	C	D	C	B	C	B	B	C	C
Yale School of Medicine	B	B	-	B	B	A	A	C	B	B	B	D



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Additional Medical Student Projects

Medical School LGBTQIA+ Policy Report Card (*by MSPA*)

Separates institutional **policy** vs **student climate**

Categories: Discrimination, Health & Healthcare, Identification Disclosure, Administrative & Educational Support

Survey Item Examples

- Are students required to conform to gender-dependent dress codes?
- Is health insurance coverage offered to employees' same-sex partners? Multiple partners?
- Easily accessible way to change name or gender identity on university documents (regardless of legal status)?
- Option to identify sexual orientation or gender identity/expression (regardless of gender confirmation/reassignment surgery) on application?
- Is there a route to report discrimination based on sexual orientation and gender identity/expression?



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Additional Medical Student Projects

LGBTQIA+ Health Curriculum Report Card *(by Harvard Collaborators)*

Does LGBTQIA+ content exist?

- My medical school includes teaching about the health needs of [LGBQ / trans and gender diverse (TGD) / intersex] individuals at some point during the four-year medical curriculum
- Do you feel like your medical school has increased your comfort level with providing welcoming and inclusive care for [LGBQ / TGD / intersex] individuals in a health care setting?

Where in curriculum?

- My medical school addresses the health of dsd/intersex (dsd/I) individuals in the endocrinology [pre-clinical / clinical] coursework.



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Additional Medical Student Projects

ERAS petition (*by MSPA*)

- 2020-2021 application cycle: no to provide more information about sexual orientation, gender identity, or pronouns
 - Gender options: “Male”, “Female”, or “No response”
- MSPA National Needs Assessment Survey found that:
 - <30% of LGBTQIA+ respondents plan to be “out” on their application
 - >95% believe they should be able to do so
- >1000 individuals signed our petition requesting inclusion of *optional* sexual orientation, gender identity, and pronouns fields on the Electronic Residency Application Service (ERAS) application between February and June of 2020.
- ERAS Response: 2021-2022 application cycle added an “other” option for gender selection.



How can you get involved?

Students

- Join MSPA (Become a member, Start of join a chapter)
- Be an upstander.

Faculty

- Model LGBTQIA+ inclusivity for your students
- Be an upstander

Deans / DEI Offices

- Complete upcoming surveys
- Generate policy based on recommendations from LGBTQIA+ students and organizations
- Collaborate with local LGBT Centers

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- Update forms, policies, and services to use evidence based LGBTQIA+ inclusive language
- Expand required LGBTQIA+ health education requirements

METHOD 1: ONE-STEP

Example A

Do you consider yourself transgender? Choose one.

- ☒ Yes
- ☐ No
- ☐ Unsure; Maybe; Questioning; Exploring
- ☐ Prefer not to respond; Prefer not to disclose
- ☐ Something else (please specify)

Example B

Does your gender identity match the gender you were assigned at birth? Choose one.

- ☐ Yes
- ☒ No
- ☐ Unsure; Maybe; Questioning; Exploring
- ☐ Prefer not to respond; Prefer not to disclose
- ☐ Something else (please specify)

METHOD 2: TWO-STEP

What is your gender identity? Choose all that apply. [note 1]

- ☒ Female; Woman; Girl
- ☒ Male; Man; Boy
- ☒ Nonbinary
- ☐ Questioning; Exploring
- ☐ Prefer not to respond; Prefer not to disclose
- ☒ Gender identity not listed (please specify)

What is your assigned gender at birth, meaning the gender marker which appears on your original birth certificate? Choose one. [note 2]

- ☐ Female ('F')
- ☐ Male ('M')
- ☐ X [note 3]
- ☐ Unsure
- ☒ Prefer not to respond; Prefer not to disclose
- ☐ Assigned gender at birth not listed (please specify)

Kronk et al. (2021). Journal of the American Medical Informatics Association.

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Questions?



Kristen Eckstrand, MD, PhD

Pronouns: she/they

Medical Director, UPMC LGBTQ+ Health

Medical Director, SAFE, SAFETY, & PFE Programs, Western Psychiatric Hospital of UPMC

Assistant Professor of Psychiatry, University of Pittsburgh



Fae A. Kronman, MS

Pronouns: they/them/theirs

MD/PhD Candidate, Pennsylvania State University

Director of Marketing & Design, Medical Student Pride Alliance

Co-Developer, MSPA LGBTQ+ Health Equity Report Card

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