

**Guide to the Plus One Initiative**  
*American Medical Student Association*  
*Gender and Sexuality Action Committee*

**Plus One Initiative:**

The Plus One Initiative is a national campaign to add one hour of LGBT health curriculum to every medical school through student based initiatives and formal curriculum development to address the significant lack of LGBT health education in our current system.

This guide will direct medical students and others on how to give a successful lecture or workshop on LGBT health, and how to lobby your school for curricular reform.

Lesbian, gay, bisexual, and transgender (LGBT) health is a topic frequently neglected by traditional undergraduate medical curricula. LGBT communities face health disparities largely related to issues of social stigma and access to care. Provider attitudes and skills can improve or worsen clinical outcomes. Educational interventions focused on LGBT health are a productive way to improve future physicians' abilities to treat LGBT patients successfully.

In addition, curricular interventions can help promote an institutional climate that is supportive of its LGBT members. In order to successfully address the health disparities facing LGBT communities, it is important to foster a safe environment for LGBT professionals and students in health professional schools and to teach medical students the knowledge, attitudes and skills necessary for working with LGBT patients.

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The ADDIE Model is a useful tool for implementing an educational intervention. We will briefly go through it here and how it applies to doing a Plus One project.

**Assessment:** The first step is to do a need's assessment to find out what is lacking in your school's curriculum and what topic or project will fill a need.

- What is already in your curriculum? Preclinical years vs. clinical rotations? What is presented in lectures, PBL, and standardized patient interactions? You can talk to

fourth year students who have already been through the curriculum, or ask course directors what they include.

- Go to the literature. What have past assessments on LGBT health and medical education shown?
- What faculty / community resources are available? Is there a local LGBT clinic or service organization that can talk about their work? What about a professor who sees many LGBT patients or does LGBT related research?
- What are people interested in learning about? Are there specific issues affecting your school or a patient population in your area that are particularly relevant? What level are their knowledge, skills, and attitudes at? You can survey classmates quickly using tools like GoogleDocs Forms or SurveyMonkey.
- Here are a few different types of questions with samples. Adjust your needs assessment to fit your specific goals; don't feel obligated to include all of these.
  - Demographics:
    - Year in school
    - Sexual identity
  - General Curricular:
    - How well does the formal curriculum address LGBT health overall?
    - I am in favor of / opposed to / neutral to more LGBT topics being added in the curriculum.
  - Detailed curricular:
    - How well does the family medicine clerkship address LGBT topics?
    - What does the course or clerkship do well in teaching LGBT health?
  - Topic specific:
    - How well does the formal curriculum address rates of smoking in lesbian women?
    - What LGBT topics are you interested in learning more about?
  - Attitude questions: ask on Likert scale: strongly agree to strongly disagree
    - I feel comfortable talking to transgendered patients:
    - I am embarrassed asking homosexual patients about their sexual activities.
  - Knowledge questions
  - Skills questions:

- When taking a sexual history, how often do you ask ‘do you have sex with men, women, or both’?
- How often do you inquire about children of LGBT patients?

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**Design:** Now that you have an idea about where the holes in the curriculum are, what students are interested in, and what resources are available to you, it’s time to design your program!

The first step is to outline Intended Learner Outcomes. ILOs shift the focus from the teacher to the learner. What will learners be able to do with the information from your lecture or workshop? This will also help the teacher (you!) organize content. In medical school, ILOs are generally categorized as knowledge, skills, and attitudes.

[The UCSF LGBT resource center publishes core competencies for medical students.](#)

“Knowledge of health disparities faced by LGBT individuals” can become a more active ILO as “Discuss health disparities faced by LGBT individuals, including causes of these disparities and ways to improve outcomes.”

Next you want to find outside resources that meet the ILOs you want to address.

***\*Insert Existing Resources here***

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**Development:** Now that you’ve designed a project, it’s time to develop it.

Make a to-do list. The Midwest Academy Strategy Chart can be a helpful organizational tool as well. [Click here to download a pdf version.](#)

This is the time to get support from faculty allies. Meet with administration and curriculum committee members to assess interest and support. Does your school have a council designated to address issues of diversity in education? Have there been any issues of discrimination or poor language choices in particular courses? If so, non-confrontationally discuss these examples with faculty allies, and formulate specific and manageable suggestions for change.

Cultivate your connections. Remind them that the AAMC has recommendations specific to the needs of LGBT students and patients:

[http://www.aamc.org/members/gsa/glbtc\\_recommendations.pdf](http://www.aamc.org/members/gsa/glbtc_recommendations.pdf).

If your school is coming due for a visit from the accrediting body, this is a perfect time to check to see how your curriculum adheres to the recommendations and identify areas for improvement. Suggest to your dean that you conduct a two-year research assessment for publication of any curricular change.

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**Implementation:** This is the fun part! It's time to do the project.

On the day of your event, make sure your logistics are in order (room reservations, enough chairs, handouts, multimedia, food). Be early and ask for help. You can't teach a lecture if you're on the phone with the pizza delivery man!

It's important to set the right tone for a positive learning environment.

- Build **attention** by bringing excitement for the topic.
  - Make it **relevant** - give your audience a reason to care.
  - In teaching, build learners **confidence** by cultivating measurable growth. Give them a chance to practice what they are learning with sample cases or other interactive activities.
  - Finally, give learners **satisfaction** through a sense of achievement. Reiterate what they've learned and how it will be useful.
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**Evaluation:** Good work, almost finished! After your project, it's important to evaluate it. How successful were you?

A good evaluation is short and timely. It evaluates how effective the presentation was, not just if people enjoyed it. Limit it to a few targeted questions. Avoid leading questions, like "I loved this workshop!" Try to accommodate all answers.

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Sample question:

How effective was this presentation in meeting the objective?

"Discuss health disparities faced by LGBT individuals, including causes of these disparities and ways to improve outcomes."

1 - Very effective      2 - Effective      3 - Ineffective      4 - Very ineffective

Comments:

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An even numbered Likert scale is considered a “forced choice.” By not offering a middle neutral position, people must decide on an opinion. Some people prefer these over odd-numbered scales with a middle neutral option.

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## **Resources:**

### In Support of Curricular Reform

AAMC Recommendations:

[http://www.aamc.org/members/gsa/glbtc\\_recommendations.pdf](http://www.aamc.org/members/gsa/glbtc_recommendations.pdf)

Dohrenwend, Anne. “A Grand Challenge to Academic Medicine: Speak Out on Gay Rights.” *Academic Medicine* 84 (2009): 788-792.

Lambda Legal’s Survey on Discrimination:

<http://www.lambdalegal.org/publications/when-health-care-isnt-caring/>

UCSF LGBT Resource Center: [http://lgbt.ucsf.edu/services\\_health.html](http://lgbt.ucsf.edu/services_health.html)

### Curricular Tools and Best Practices

AMSA’s Gender & Sexuality Committee- Projects in a Box:

<http://www.amsa.org/AMSA/Homepage/About/Committees/GenderandSexuality.aspx>

The Fenway Institute Learning Modules on LGBT Health:

[http://www.fenwayhealth.org/site/PageServer?pagename=FCHC\\_ins\\_fenway\\_EducPr\\_o\\_modules](http://www.fenwayhealth.org/site/PageServer?pagename=FCHC_ins_fenway_EducPr_o_modules)

UC Irvine LGBT Curricular Components:

<http://www.aamc.org/members/gsa/lgbticurriculumfromucirvine.pdf>

UCSF Core Competencies for Medical Students:

<http://lgbt.ucsf.edu/images/Core%20LGBT%20Competencies%20AAMC.pdf>

UCSF LGBT Curriculum Infusions:

<http://lgbt.ucsf.edu/images/UCSF%20Curriculum%20Inclusion%20AAMC.pdf>

University of Massachusetts Medical School Best Practice Recommendations:

<http://www.aamc.org/members/gsa/umassbestpractices.pdf>

### Professional

AMSA's LGBT National Network of Chapters- Add Your School:

<http://www.amsa.org/lgbt/ntldir.cfm>

AMSA's LGBT Medical School and Residency Directory:

<http://www.amsa.org/gender/programreviews.cfm>

Gay and Lesbian Medical Association: <http://www.glma.org/>

National Coalition for LGBT Health: <http://lgbthealth.webolutionary.com/home>

Women in Medicine: <http://www.womeninmedicine.org/>

### Community

National Coalition for LGBT Health's List of Members:

<http://lgbthealth.webolutionary.com/content/our-members>