



# **BEYOND “MEN, WOMEN, OR BOTH”**

**CREATING AN LGBT-INCLUSIVE  
PA CURRICULUM**

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## OHSU PA Program



# BEGINNING & END

- **We are all providers of LGBT healthcare**
- **What did we learn as students?**
- **What do we currently teach?**
- **Challenges in developing & implementing an LGBT-inclusive curriculum**
- **What would such a curriculum look like?**
  - One version
- **Educational Toolbox**



# NUMBERS\*

- **3.5% of adults in the United States identify as lesbian, gay, bisexual or transgender**
- **More than 8 million adults in the US are lesbian, gay or bisexual**
- **700,000 individuals in the US identify as transgender**
- **The population of New Jersey identifies as LGBT**

\* Gates GJ. How Many People are Lesbian, Gay, Bisexual and Transgender? April 1, 2011.  
Available at: <https://escholarship.org/uc/item/09h684x2>

# NUMBERS

- **Estimated 19 million Americans (8.2%) report some same-sex sexual behavior**
- **Nearly 25.6 million Americans (11%) acknowledge at least some same-sex sexual attraction**

# SAY WHAT?!

Surveys in the US and Australia suggest that adults are two to three times more likely to say that they are attracted to individuals of the same sex or have had same-sex sexual experiences than they are to self-identify as lesbian, gay or bisexual



# NUMBERS\*

## US WOMEN

- 1.1% lesbian
- 2.2% bisexual

## Same-Sex Couples

- 321,177

## US MEN

- 2.2% gay
- 1.4% bisexual

## Same-sex couples:

- 284,295

# NUMBERS

- **Between 0.5% and 2% of the US population have strong feelings of being transgender**
- **Between 0.1% and 0.5% actually take steps to transition “from one gender to another”**

# LGBT PEOPLE

- **Sometimes avoid healthcare due to negative experiences & social stigma**
  - *One of the number one health risks for gays and lesbians is fear of seeking medical care*

—Dr. Cathy Risdon

- **Experience healthcare disparities & tend to be underinsured per US IOM**

# LGBT PEOPLE

- **Specific substance use concerns**
- **May have a history of violence at home**
- **Specific STI risks & vaccination indications**
- **We have a duty to provide (and therefore teach) culturally competent healthcare**

# WHAT DID WE LEARN?

- **Homosexuality**
  - Mental illness until 1973
  - *Ego dystonic* homosexuality 1980-1986
- **I graduated in 1999**
  - Don't recall any formal curriculum centered on LGBT healthcare beyond asking a patient if they have sex with "men, women or both"
- **What are some of your experiences?**

# WHAT DO WE TEACH?

- A report from the *Canadian Medical Association Journal* “**gay invisibility in our curriculum means future doctors may have no idea that gay people have different contributing factors to problems like eating disorders, physical assault, suicide... and so on...because of this, gay patients may be receiving lower-quality health care than they should.**”
  - *“The most important way of teaching students and residents is by the conduct of their mentors.”*

--Dr. Phillip Berger

# 2008

- **Joint Commission supported LGBT inclusion** by appointing the executive director of the GLMA to its Expert Advisory Panel on Developing Hospital Standards for Culturally Competent Patient-Centered Care
- Obama administration began the process of **repealing DHHS “provider conscience rules”**
- **“There are not enough clinicians who can provide optimal care to LGBT patients.”**—*Am Journ Public Health*

# 2009

- **Division of General Pediatrics, School of Medicine UCLA**
  - “Harassment and rejection that LGB adolescents face may lead to greater health risks and worse health outcomes.”
    - Increased rates of suicidal ideation, suicide, disordered eating behaviors and victimization compared with heterosexual peers
  - **All clinicians should receive training through didactic teaching and simulated patient experiences (and real-patient experiences when possible) to help them provide comprehensive and sensitive care to LGBT youth**

# 2010

- **University of Iowa Medical School**
  - *Four 50-minute lectures that included LGBT information*
- **“The support, perspective, and expertise provided by an observer with specialized knowledge can substantially improve teaching.”**
- **“LGBT activists in the medical profession have often led advances in the care of sexual minority patients and medical education on LGBT issues.”**

Kolder, VEB, Julian, NY. Teaching about Sexual Minorities: An Iowa Experience. *Proceedings in Obstetrics and Gynecology*. 2010;Apr;1(1):2-5.

# 2011

- **JAMA**
- “The median reported time dedicated to LGBT-related topics in 2009-10 was small across US and Canadian medical schools, but the quantity, content covered, and perceived quality of instruction varied substantially.”
  - 150 schools responded to survey
  - **Average time on LGBT-content = 5 hours**
  - 6.8% reported no content taught in the didactic phase
  - 33.3% reported no content taught in the clinical phase
  - *97% of schools taught students to ask patients if they “have sex with men, women, or both”*

# 2012

- **Ochsner Clinical School, Tulane U, New Orleans, LA**
  - Students report a current lack of exposure to LGBT content
    - **5 hours LGBT content in 4-year curriculum**
  - LGBT material is relevant to future practice
    - 90% of students agreed such material should be included in medical school curriculum
    - 86.7% of students agreed that:
  - “Sexual orientation, sexual behavior, and gender identity impact what a healthcare provider should be considering as they screen, diagnose, and treat disease.”

# 2014

- **First Annual LGBT Health Workforce Conference**
- “The current health-care workforce lacks sufficient training on LGBT-specific health-care issues and delivery of culturally competent care to sexual orientation and gender identity minorities.”
  - Conduct provider education and training in LGBT-competent care

Sanchez, NF, Sanchez, JP, Lunn, MR, Yehia, BR, Callahan, EJ. First Annual LGBT Health Workforce Conference: Empowering Our Health Workforce to Better Serve LGBT Communities. *LGBT Health*. 2014;1(1):62-65.

# PA-SPECIFIC FINDINGS

- **JPAE 2012**
- Cultural competency implementation and assessment were vastly different across PA education nationally

**Kelly, PJ. Should We Rethink How We Teach Cultural Competency in Physician Assistant Education? *Journal of Physician Assistant Education*. 2012;23(3):42-45.**

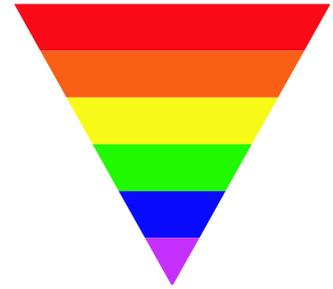
# PA-SPECIFIC FINDINGS

- **JPAE 2012**
- First study on the sexual attitudes of PA students:
  - **14.6% agree/strongly agree that “homosexuality is perverse and unhealthy”**
  - **4.4% agree/strongly agree that “most homosexuals are highly disturbed people and a danger to society”**
  - **2.3% of the students surveyed identified as LGB**
- *It's imperative that students examine their sexual attitudes and recognize the effect this may have on patient care.*

# WHAT CHALLENGES DO WE FACE?

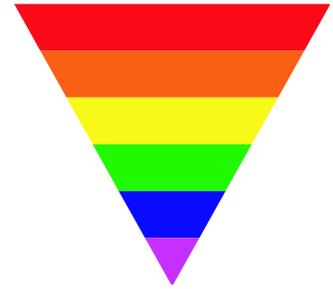
- **Lack of educator awareness of the importance to clinical care?**
- **“Don’t ask don’t tell”**
  - Awkward topic
  - Not trained = not comfortable
- **Stereotypes & misinformation**
  - Lack of data
  - US census didn’t count same-sex households until 2000
  - Exogenous hormone use long-term

# **CURRICULUM OUTLINE**



- **Vocabulary**
- **Techniques**
- **Cultural sensitivity**
- **Community participation**
- **Inclusion**

# CURRICULUM OUTLINE



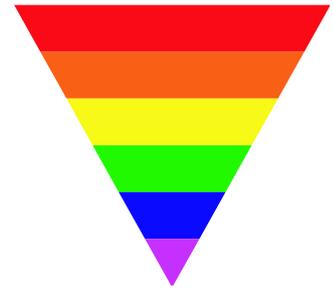
- **Vocabulary**

- understanding basic terms and concepts as a first start to embracing diversity

- **Techniques**

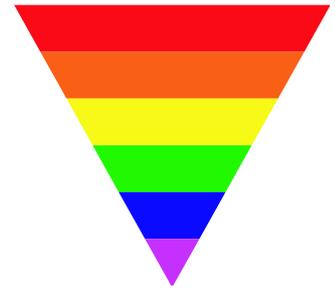
- taking an LGBT-inclusive sexual and social history: when patients know that we see and hear them, we can better participate in their care

# CURRICULUM OUTLINE



- **Cultural sensitivity**
  - making every effort to learn more about what it means to identify as an LGBT patient (or as an LGBT provider)
- **Community participation**
  - fostering cultural sensitivity through first-hand experiences: bringing the community into the classroom

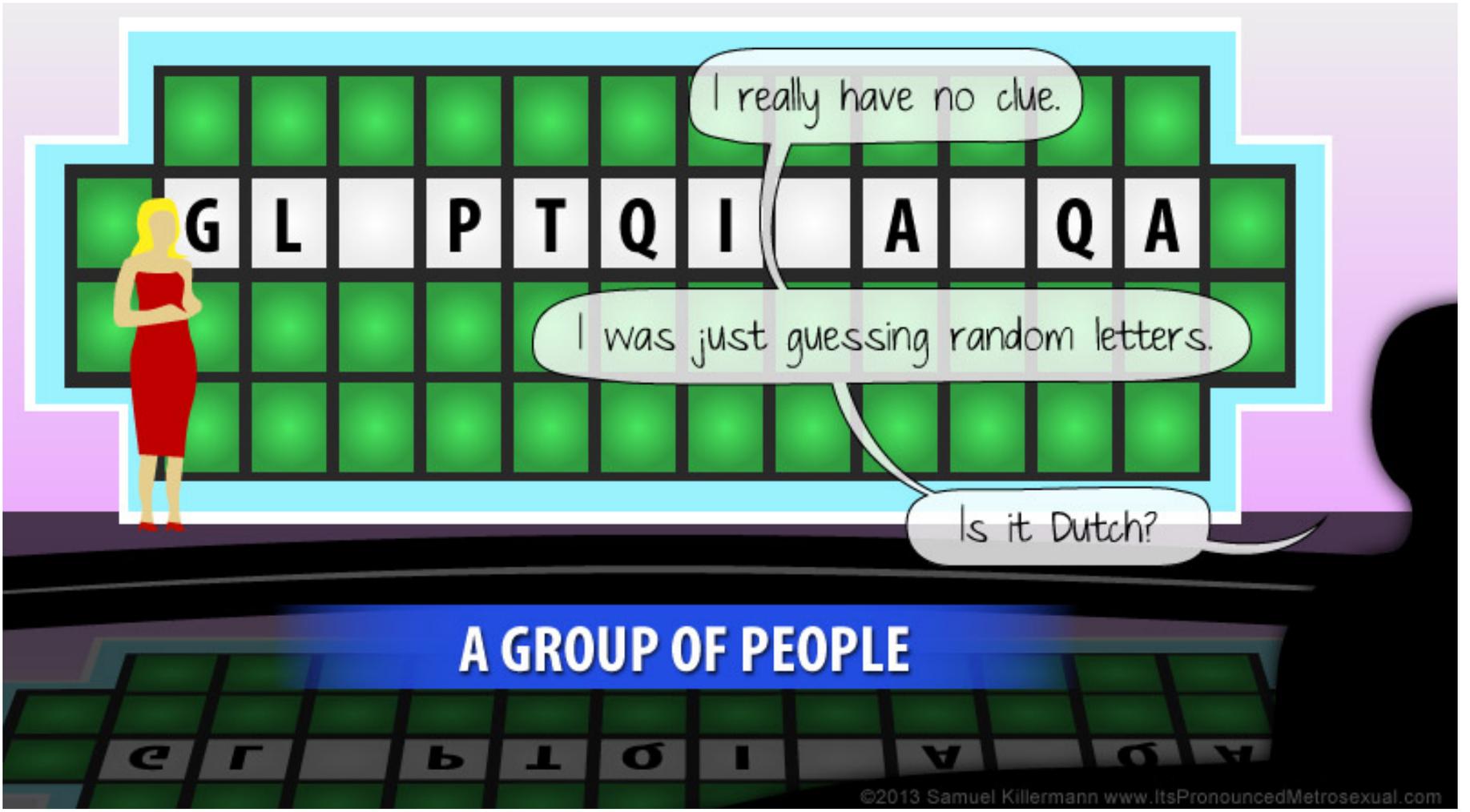
# CURRICULUM OUTLINE



- **Inclusion**
  - striving to use LGBT-aware examples throughout the curriculum: normalizing and validating difference

# VOCABULARY

## **UNDERSTANDING BASIC TERMS & CONCEPTS**



I really have no clue.

I was just guessing random letters.

Is it Dutch?

**A GROUP OF PEOPLE**



# **L G B P T T Q Q I I A A+**

**Lesbian**

**Queer**

**Gay**

**Questioning**

**Bisexual**

**Intersex**

**Pansexual**

**Intergender**

**Transgender**

**Asexual**

**Transsexual**

**Ally**

# IDENTITY, ATTRACTION, EXPRESSION, BEHAVIOR

- **Identity**
  - Mind; who I say I am
- **Expression**
  - Outward appearance; who I look like
- **Attraction**
  - Heart; who I like
- **Behavior**
  - Body; what I do & who I do it with

# IDENTITY VS BEHAVIOR

## Who I say I am

- Queer
- Straight
- Gay
- Bisexual
- Transgender
- Cisgender

## What I do/Sex

- Anal sex
- Oral sex
- Toys

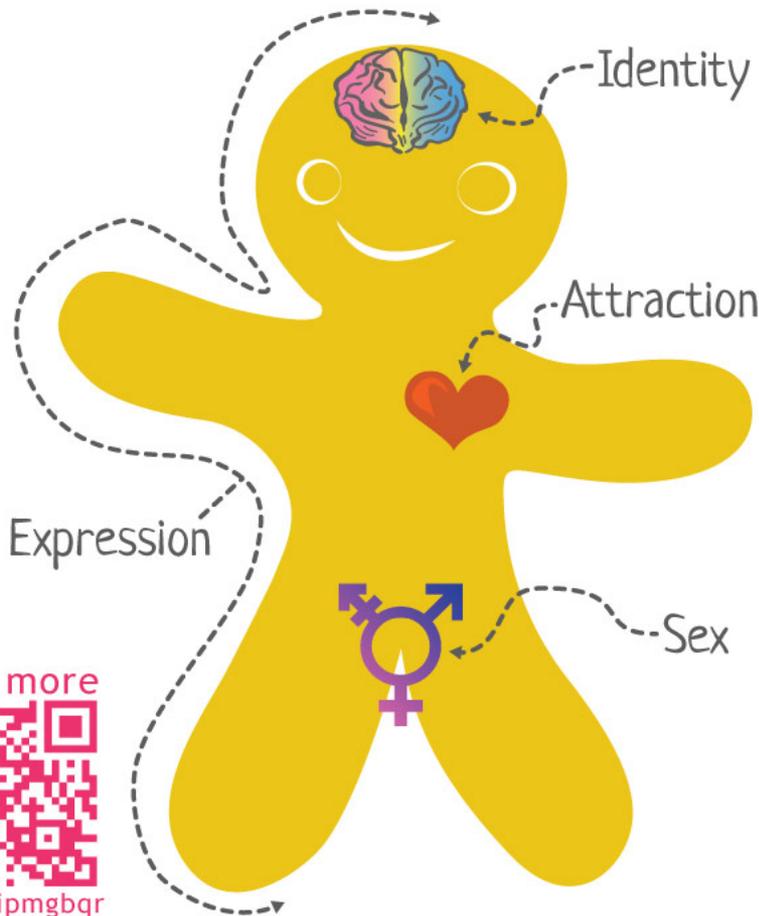
## Who I do it with

- Men
- Women
- Both
- Genderqueers

# The Genderbread Person v2.0

by its pronounced **METROsexual**.com

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for understanding. It's okay if you're hungry for more.



read more  
  
[bit.ly/ipmgbqr](http://bit.ly/ipmgbqr)

## Gender Identity

Nongendered {  Woman-ness  
 Man-ness

5 (of infinite) possible plot and label combos



## Gender Expression

Agender {  Masculine  
 Feminine

5 (of infinite) possible plot and label combos



## Biological Sex

Asex {  Female-ness  
 Male-ness

5 (of infinite) possible plot and label combos

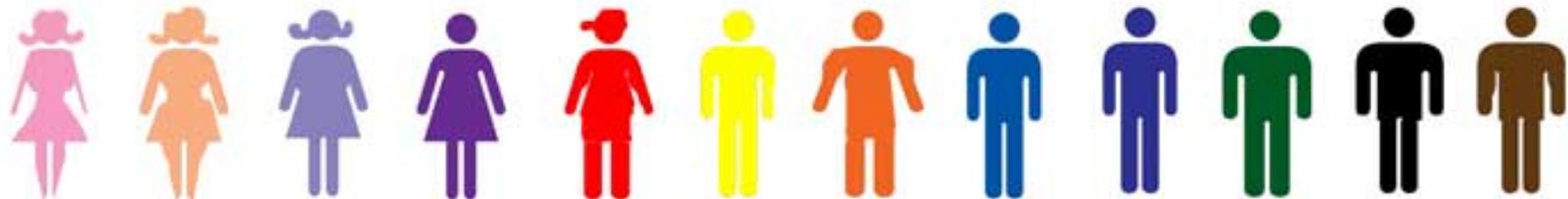


## Attracted to

Nobody {  (Men/Males/Masculinity)  
 (Women/Females/Femininity)

5 (of infinite) possible plot and label combos





1 2 3 4 5 6 7 8 9 10 11 12



Barbie

Where on a spectrum might your gender identity be?



G.I. Joe

# TECHNIQUES

## **TAKING AN LGBT- INCLUSIVE SEXUAL & SOCIAL HISTORY**

# THE 5 P'S

**Partners**

**Prevention of Pregnancy**

**Prevention of STIs**

**Practices**

**Past History of STIs**

[https://www.bcbsnc.com/assets/common/pdfs/Guide\\_to\\_Sexual\\_History\\_Taking\\_&\\_Questionnaire.pdf](https://www.bcbsnc.com/assets/common/pdfs/Guide_to_Sexual_History_Taking_&_Questionnaire.pdf)

<http://www.cdc.gov/std/treatment/SexualHistory.pdf>

# CULTURAL SENSITIVITY

**LEARN MORE ABOUT WHAT  
IT MEANS TO IDENTIFY AS  
AN LGBT PATIENT**

# CULTURAL SENSITIVITY

- **Identify and make use of appropriate resources**
- **Educate colleagues**
- **Train other providers and staff**
- **Dialogue with your LGBT patients**
  - Ask their preferences & opinions
  - Don't forget that *everyone* is an individual

# COMMUNITY PARTICIPATION

**FOSTERING CULTURAL  
SENSITIVITY THROUGH  
FIRST-HAND  
EXPERIENCES**

# COMMUNITY PARTICIPATION

- Invite local LGBT patients to share their experiences with your students
- Invite community LGBT advocates to present to your students
- Invite your institution's LGBT student association, employee group or diversity committee to present to your students

**INCLUSION**

**NORMALIZING &  
VALIDATING DIFFERENCE**

# INCLUSION

- Look for opportunities to include LGBT individuals in your patient case scenarios even when the topic is not specifically LGBT healthcare
  - Sleep apnea example
  - Pediatrics special case

# **FUTURE IDEAS**

- Universal curriculum
- Online toolbox
- MOOCs
- Med Ed Portal/PA Version

# EXISTING CURRICULA

- **Preparing Future Physicians to Care for LGBT Patients: A Medical School Curriculum**
  - Mehringer J, Bacon E, Cizek S, Kanters A, Fennimore T. Preparing Future Physicians to Care for LGBT Patients: A Medical School Curriculum. MedEdPORTAL; 2013. Available from: [www.mededportal.org/publication/9342](http://www.mededportal.org/publication/9342)
- **Cultural Humility with Lesbian, Gay, Bisexual, and Transgender Populations: A Novel Curriculum in LGBT Health for Clinical Medical Students**
  - Grubb H, Hutcherson H, Amiel J, Bogart J, Laird J. Cultural Humility with Lesbian, Gay, Bisexual, and Transgender Populations: A Novel Curriculum in LGBT Health for Clinical Medical Students. MedEdPORTAL; 2013. Available from: [www.mededportal.org/publication/9542](http://www.mededportal.org/publication/9542)



# EDUCATION TOOLBOX



# EDUCATION

- **Preparing Future Physicians to Care for LGBT Patients: A Medical School Curriculum**
  - Mehringer J, Bacon E, Cizek S, Kanters A, Fennimore T. Preparing Future Physicians to Care for LGBT Patients: A Medical School Curriculum. MedEdPORTAL; 2013. Available from: [www.mededportal.org/publication/9342](http://www.mededportal.org/publication/9342)
- **Cultural Humility with Lesbian, Gay, Bisexual, and Transgender Populations: A Novel Curriculum in LGBT Health for Clinical Medical Students**
  - Grubb H, Hutcherson H, Amiel J, Bogart J, Laird J. Cultural Humility with Lesbian, Gay, Bisexual, and Transgender Populations: A Novel Curriculum in LGBT Health for Clinical Medical Students. MedEdPORTAL; 2013. Available from: [www.mededportal.org/publication/9542](http://www.mededportal.org/publication/9542)

# EDUCATION

**Sex Ed Library (includes lesson plans)**

<http://www.sexedlibrary.org/>

# VOCABULARY

## LGBTQ+ Term Definitions

**Itspronouncedmetrosexual**

<http://itspronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions>

**World Health Organization**

**What do we mean by “sex” and “gender”?**

<http://www.who.int/gender/whatisgender/en/>

# IDENTITY & ORIENTATION

## Gender and Identity

It's pronounced metrosexual

<http://itspronouncedmetrosexual.com/>

**Sexuality Information and Education Council of the  
United States: Sexual Orientation**

[http://www.siecus.org/index.cfm?  
fuseaction=Page.viewPage&pageId=591&parentID=  
477](http://www.siecus.org/index.cfm?fuseaction=Page.viewPage&pageId=591&parentID=477)

# IDENTITY & ORIENTATION

**The Cassandra Gender Report**

***What Gender Means to Generations Y & Z***

<http://www.cassandra.co/wp-content/themes/trendcentral/pdfs/Gender%20Report%20-%20Media%20Memo%20-%20SUFL2013.pdf>

**Sexual Orientation for the Genderqueer Person**

**Itspronouncedmetrosexual**

<http://itspronouncedmetrosexual.com/2012/02/sexual-orientation-for-the-genderqueer/>

# THE SEXUAL HISTORY

**Taking Routine Histories of Sexual Health: A System-Wide Approach for Health Centers. A Collaboration of the National Association of Community Health Centers (NACHC) and the National LGBT Health Education Center, The Fenway Institute, Fenway Health. April 2013.**

<http://www.lgbthealtheducation.org/publications/top/briefs/sexual-history-toolkit/>

# THE SEXUAL HISTORY

## The 5 Ps

[https://www.bcbsnc.com/assets/common/pdfs/  
Guide to Sexual History Taking & Questionnaire  
.pdf](https://www.bcbsnc.com/assets/common/pdfs/Guide%20to%20Sexual%20History%20Taking%20&%20Questionnaire.pdf)

[http://www.cdc.gov/std/treatment/  
SexualHistory.pdf](http://www.cdc.gov/std/treatment/SexualHistory.pdf)

# THE SEXUAL HISTORY

## ABCs of Taking a Sexual History

<http://www.bmj.com/content/317/7172/1573.full>

## Taking Routine Sexual Histories

<http://www.nachc.com/client/Taking%20Routine%20Histories%20of%20Sexual%20Health%20Toolkit%20FINAL%20May%202013.pdf>

# LGBT HEALTHCARE

**Guidelines for care of lesbian, gay, bisexual and transgender patients. Gay & Lesbian Medical Association (GLMA). 2006.**

**[http://www.glma.org/ data/n\\_0001/resources/live/Welcoming%20Environment.pdf](http://www.glma.org/data/n_0001/resources/live/Welcoming%20Environment.pdf)**

**Joint Commission. Advancing effective communication, cultural competence, and patient-and family-centered care for the lesbian, gay, bisexual, and transgender (LGBT) community: a field guide. October, 2011. Revised April 3, 2014. Available at:**

**<http://www.jointcommission.org/assets/1/18/LGBTFieldGuide.pdf>**

# LGBT HEALTHCARE

## Primary Care for Lesbians and Bisexual Women

<http://www.aafp.org/afp/2006/0715/p279.html>

## Primary Care Health Issues Among Men Who Have Sex with Men

<http://www.aafp.org/afp/2004/0501/p2149.html>

# LGBT HEALTHCARE

**First Annual LGBT Health Workforce Conference:  
Empowering Our Health Workforce to Better Serve  
LGBT Communities**

[http://online.liebertpub.com/doi/pdf/10.1089/lgbt.  
2013.0020](http://online.liebertpub.com/doi/pdf/10.1089/lgbt.2013.0020)

**Fenway Health:**

<http://www.fenwayhealth.org/site/PageServer>

# LGBT HEALTHCARE

**Improving the Healthcare of Lesbian, Gay, Bisexual and Transgender People: Understanding and Eliminating Health Disparities. The Fenway Institute**

[http://www.lgbthealtheducation.org/wp-content/uploads/12-054\\_LGBTHealtharticle\\_v3\\_07-09-12.pdf](http://www.lgbthealtheducation.org/wp-content/uploads/12-054_LGBTHealtharticle_v3_07-09-12.pdf)

# LGBT HEALTHCARE

**A Provider's Handbook on Culturally Competent Care: Lesbian, Gay, Bisexual and Transgender Population. Kaiser Permanente National Diversity Council and Kaiser Permanente national Diversity. 2<sup>nd</sup> Edition. 2007.**

**Copies: Contact the National Diversity Hotline:  
(510) 271-6663**

*This is a comprehensive guide which could supply you with nearly everything you might need to design an LGBT-inclusive curriculum*

# TRANSGENDER HEALTHCARE

**Affirmative Care for Transgender and Gender Non-Conforming People: Best Practices for Front-line Health Care Staff. National LGBT Health Education Center. A Program of the Fenway Institute.**

**Download the PDF:**

**[http://www.lgbthealtheducation.org/wp-content/uploads/13-017\\_TransBestPracticesforFrontlineStaff\\_v9\\_04-30-13.pdf](http://www.lgbthealtheducation.org/wp-content/uploads/13-017_TransBestPracticesforFrontlineStaff_v9_04-30-13.pdf)**

# TRANSGENDER HEALTHCARE

World Professional Association for Transgender Health (WPATH): [www.wpath.org](http://www.wpath.org)

UCSF Center of Excellence for Transgender Health  
(primary care protocols):  
[www.transhealth.ucsf.edu](http://www.transhealth.ucsf.edu)

# TRANSGENDER HEALTHCARE

**How to be an ally to transgender people**

[http://www.umass.edu/stonewall/uploads/  
listWidget/8751/How%20to%20Be%20a%20Trans  
%20Ally.pdf](http://www.umass.edu/stonewall/uploads/listWidget/8751/How%20to%20Be%20a%20Trans%20Ally.pdf)

**Tips for allies of transgender people:**

<http://www.glaad.org/transgender/allies>

# **LGBT PROVIDERS**

**Reamy, A. Coming Out in PA School. *PA Professional*. 2012;12:32.**

**Christian, K. It's 8 AM. Do you know who your gay and lesbian patients are? *JAAPA*. 2005;18(10): 69-70.**

# PREVIOUSLY COMPILED BY HRC

Human Rights Campaign (HRC): [www.hrc.org](http://www.hrc.org)

National Gay & Lesbian Task Force: [www.ngltf.org](http://www.ngltf.org)

National Center for Transgender Equality:  
[www.nctequality.org](http://www.nctequality.org)

Parents, Families & Friends of Lesbians & Gays  
(PFLAG): [www.pflag.org](http://www.pflag.org)

# PREVIOUSLY COMPILED BY HRC

**Gay & Lesbian Medical Association (GLMA):**

[www.glma.org](http://www.glma.org)

**National Healthcare Equity Index (HRC annual hospital survey):**

[www.hrc.org/hei](http://www.hrc.org/hei)

**American Medical Association GLBT Advisory Committee:**

[www.ama-assn.org/ama/pub/about-ama/our-people/member-groups-selections/glbt-advisory-committee.shtml](http://www.ama-assn.org/ama/pub/about-ama/our-people/member-groups-selections/glbt-advisory-committee.shtml)

# PREVIOUSLY COMPILED BY HRC

**Institute of Medicine's *The Health of LGBT People:***

**[www.iom.edu/Reports/2011/The-Health-of-Lesbian-Gay-Bisexual-and-Transgender-People.aspx](http://www.iom.edu/Reports/2011/The-Health-of-Lesbian-Gay-Bisexual-and-Transgender-People.aspx)**

**SAMHSA's *Top Health Issues for LGBT Populations Information & Resources Kit:***

**<http://store.samhsa.gov/shin/content/SMA12-4684/SMA12-4684.pdf>**

# PREVIOUSLY COMPILED BY HRC

**LGBTQ Cultures: *What Health Care Professionals Need to Know About Sexual & Gender Diversity***

[www.nursingcenter.com/prodev/static.asp?  
pageid=928987](http://www.nursingcenter.com/prodev/static.asp?pageid=928987)

**Kaiser Permanente *Provider's Handbook on Culturally Competent Care: LGBT Population***

[www.madisonstreetpress.com/cgi-bin/shop.shtml?  
id=25](http://www.madisonstreetpress.com/cgi-bin/shop.shtml?id=25)

# PREVIOUSLY COMPILED BY HRC

**Creating a welcoming environment:**

[www.glbthealth.org](http://www.glbthealth.org)

[www.transgenderlawcenter.org](http://www.transgenderlawcenter.org)

**The Human Rights Campaign**

<http://www.hrc.org/>



# REFERENCES



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**Assisting medical students to conduct empathic conversations with patients from a sexual medicine clinic**

<http://sti.bmj.com/content/78/4/246.full.pdf+html>

**Conway, Lynn. How Frequently Does Transsexualism Occur?  
Updated version posted December 17, 2002**

<http://www.conseil-lgbt.ca/wp-content/uploads/2013/12/How-Frequently-Does-Transsexualism-Occur.pdf>

**Effects of Gender on Experiences of Healthcare for Sexual Minority Women**

<http://www.tandfonline.com/doi/abs/10.1080/15574090802263405#.VCIgARbqVNw>

# REFERENCES

**Exploring the Sexual Attitudes of Physician Assistant Students:  
Implications for Obtaining a Sexual History**

<http://www.ncbi.nlm.nih.gov/pubmed/23437620>

**Gates GJ. How Many People are Lesbian, Gay, Bisexual and  
Transgender? April 1, 2011**

<https://escholarship.org/uc/item/09h684x2>

**How the Topic of Homosexuality is Taught at U.S. Medical  
Schools**

[http://journals.lww.com/academicmedicine/abstract/1992/09000/  
how\\_the\\_topic\\_of\\_homosexuality\\_is\\_taught\\_at\\_u\\_s\\_.13.aspx](http://journals.lww.com/academicmedicine/abstract/1992/09000/how_the_topic_of_homosexuality_is_taught_at_u_s_.13.aspx)

# REFERENCES

**Integrating Lesbian, Gay, Bisexual, and Transgender (LGBT) Content Into Undergraduate Medical School Curricula: A Qualitative Study**

<http://www.ochsnerjournal.org/doi/pdf/10.1043/1524-5012-12.4.379>

**If Physicians “Don’t Ask” and LGBT Patients “Don’t Tell,” Then Who’s Talking ? : Educational Strategies for Addressing Health Care Disparities Facing LGBT Patients**

[http://www.adulterc.org/Proceedings/2010/proceedings/dudzinska-przesmitzki\\_eichler.pdf](http://www.adulterc.org/Proceedings/2010/proceedings/dudzinska-przesmitzki_eichler.pdf)

**Jacques, PF. Cultural Competency Curriculum: Components for Inclusion in Physician Assistant Education. *Perspective on Physician Assistant Education*. 2004;15(2):102-105.**

# REFERENCES

**Joint Commission. Advancing effective communication, cultural competence, and patient-and family-centered care for the lesbian, gay, bisexual, and transgender (LGBT) community: a field guide. October, 2011. Revised April 3, 2014. Available at:**

**<http://www.jointcommission.org/assets/1/18/LGBTFieldGuide.pdf>**

**Lesbian, Gay, Bisexual, and Transgender (LGBT) Physicians' Experiences in the Workplace**

**<http://www.tandfonline.com/doi/pdf/10.1080/00918369.2011.614902>**

# REFERENCES

**Lesbian health inequalities: a cultural minority issue for health professionals**

<https://www.mja.com.au/journal/2003/178/12/lesbian-health-inequalities-cultural-minority-issue-health-professionals>

**Lesbian women's experiences with health care: A qualitative study**

<http://informahealthcare.com/doi/abs/10.3109/02813430903226548>

**Mayer KH, Bradford JB, Makadon HJ, Stall R, Goldhammer H, Landers S. Sexual and Gender Minority Health: What We Know and What Needs to Be Done. *Am J Public Health*. 2008;98:989–995.**

# REFERENCES

**Medical Schools Seek to Overcome "Invisibility" of Gay Patients, Gay Issues in Curriculum**

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1335250/pdf/cmaj00102-0155.pdf>

**Medical Students' Ability to Care for Lesbian, Gay, Bisexual, and Transgendered Patients**

<https://www.stfm.org/fmhub/fm2006/january/nelson21.pdf>

**Obedin-Maliver J, Goldsmith ES, Stewart L, et al. Lesbian, Gay, Bisexual, and Transgender–Related Content in Undergraduate Medical Education. *JAMA*. 2011;306(9);971-977.**

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