

## Resource Toolkit: Improving LGBTQ+ DEI in the Workplace

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*The following resource toolkit was created to accompany the workshop “Finding the DEI in LGBTQIA: Incorporating LGBTQIA diversity in your environment” presented at the Pediatric Academic Societies conference in April 2022. This guide provides suggested resources to improve diversity, equity, and inclusion (DEI) for patients, learners, staff, and faculty who identify with a sexual orientation and/or gender identity minority. The following questions were posed to identify areas for improvement based on current offerings and services at each participant’s home institution. This list of resources is not comprehensive, but rather aims to provide enough information to kickstart changes at your local institution. Please do not hesitate to reach out to the author team for further information or resources ([zachary.pettigrew@med.unc.edu](mailto:zachary.pettigrew@med.unc.edu)).*

**Diversity:** (getting the people there, e.g. optics, visibility, safe spaces)

1. Pronouns included in email/professional signatures?
  - a. Information on why pronouns matter: [MyPronouns.org Resources on Personal Pronouns](https://www.mypronouns.org/resources-on-personal-pronouns).
  - b. Examples of signature lines: [Signature Samples | LGBT Resource Center](https://www.lgbtresourcecenter.org/signature-samples).
2. Staff, learners, patients, and/or new acquaintances asked for their pronouns?
  - a. Video on how to ask pronouns: [Pronouns: How Do You Ask?](https://www.youtube.com/watch?v=Qm8j8j8j8j) .
  - b. Read this Pride in Practice guide on using gender pronouns: [Gender Pronouns: A Provider's Guide to Referring to Transgender Patients | Pride in Practice](https://www.prideinpractice.org/gender-pronouns).
  - c. Consider wearing pronoun pins/badge buddies to normalize the process of asking about pronouns. These can be created or purchased through a variety of vendors.
3. Learners, patients, and/or staff given the opportunity to self-identify on forms/surveys?
  - a. Consider incorporating gender-inclusive questions on your intake forms. Examples can be found in the following links:
    - i. [Queering Medicine - Intake Form Guidance for Providers](https://www.queeringmedicine.org/intake-form-guidance)
    - ii. [Making Your Clinic Welcoming to LGBTQ Patients](https://www.makingyourclinicwelcoming.org/making-your-clinic-welcoming-to-lgbtq-patients)
  - b. The University of British Columbia also has tips on how to make gender-inclusive forms outside of a clinical setting: [Inclusive Forms](https://www.inclusiveforms.org).
4. Are LGBTQIA mentors identified for learners and new faculty/students?
  - a. Make sure that LGBTQ+ faculty contacts and resources are made available during trainee orientation.

- b. Consider helping students/residents to create an LGBTQ+ interest and/or advocacy group. Examples of how to get such an organization started include the following:
    - i. [LGBT Handbook - AMSA](#)
    - ii. [Medical Student Pride Alliance](#)
    - iii. Here is an example of a LGBTQ+ Group at Washington University in St. Louis: [OUTmed | John T. Milliken Department of Medicine Office of Inclusion and Diversity](#)
  - c. OutCare can connect learners with mentors throughout the US: [OutCare Mentorship - Find an LGBTQ+ Mentor Today](#)
  - d. Consider making an Out List and/or Ally List that can facilitate LGBTQ+ community and mentorship among those working/learning at your institution. Examples include:
    - i. Duke: [The OutList | DukeMed Pride](#)
    - ii. Stanford: [+OUTlist | Stanford Medicine](#)
    - iii. Texas Tech: [OUT and ALLY List](#)
    - iv. Yale: [Welcome to the Outlist!](#)
    - v. Northwestern compiled a list of medical school Out Lists in 2020: [LGBTQ Medical School Out Lists](#)
  - e. Experiences of UCLA's mentorship program, along with recommendations on how to structure a mentorship program, can be found in the following article: [Perspectives on academic mentorship from sexual and gender minority students pursuing careers in the health sciences.](#)
5. Are perspectives, experiences and concerns of the LGBTQIA community represented on diversity advisory boards and committees?
- a. Consider making an advisory committee for your institution's DEI office. Examples include:
    - i. Yale: [About Us < Dean's Advisory Council on LGBTQI+ Affairs](#)
    - ii. Harvard: [LGBT Advisory Committee | The Office for Diversity Inclusion and Community Partnership at Harvard Medical School](#)
    - iii. University of Colorado: [LGBTQ+ Hub](#)
6. Training on sexual minority, gender identity content?
- a. The LGBTQIA+ Health Education Center provides educational modules for different worker groups within medicine:
    - i. For all:
      - 1. [Caring for LGBTQ Youth in Clinical Settings](#)
      - 2. [Providing Quality Care to Lesbian, Gay, Bisexual, and Transgender Patients: An Introduction for Staff Training](#)
    - ii. Administrators
      - 1. [Foundations of LGBTQIA+ Health, Part 2: For Administrators](#)

- iii. Clinicians
  - 1. [Foundations of LGBTQIA+ Health, Part 2: For Clinicians](#)
- iv. Non-Clinical Staff
  - 1. [Foundations of LGBTQIA+ Health, Part 2: For Non-Clinical Staff](#)
- b. Consider partaking in this free CME course, hosted by the University of Louisville, on identifying and addressing gaps in care for LGBTQ+ individuals and those with disorders of sexual development (DSD): [LGBTQ Health Clinical Training Using The eQuality Toolkit | AAMC](#).
- c. For those associated with graduate health professions schools
  - i. Consider implementing the following pre-clinical courses for your learners:
    - 1. [Early Intervention for LGBTQ Health: A 10-Hour Curriculum for Preclinical Health Professions Students | MedEdPORTAL](#)
    - 2. [Rainbows and “Ready for Residency”: Integrating LGBTQ Health Into Medical Education | MedEdPORTAL](#)

**Equity:** (making sure everyone has equal access/treatment)

- 1. Effort to create safe spaces for LGBTQIA students, staff, faculty, coworkers, colleagues?
  - a. To include how to make a safe space for patients?
  - b. [Creating a safe and welcoming clinic environment | Gender Affirming Health Program](#)
  - c. Read the following guide from the National LGBT Health Education Center on “Recruiting, Training, and Retaining LGBTQ-Proficient Clinical Providers: A Workforce Development Toolkit.”
    - i. [Recruiting, Training, and Retaining LGBTQ-Proficient Clinical Providers: A Workforce Development Toolkit » LGBTQIA+ Health Education Center](#)
- 2. Include LGBTQIA curricular content and staff training as it relates to patient care?
  - a. The Whitman-Walker Institute has a great guide to best practices in LGBTQ+ cultural competency training that can help you develop or improve the existing training structure at your institution: [Cultural Competency Toolkit - Whitman-Walker](#).
  - b. Partake in this “train the trainer” course from the LGBTQIA+ Health Education Center to become a leader in LGBTQIA education at your workplace: [Developing a Tailored Training Program](#).
  - c. Understanding patient and family perspectives plays a key role in delivering effective patient care. Consider watching the following video

from the LGBTQIA+ Health Education Center: [LGBT Voices: Perspectives on Healthcare](#).

- i. Learning about ways to identify and manage implicit biases can also lead to better patient care: [Learning to Address Implicit Bias Towards LGBTQ Patients: Case Scenarios](#).
3. Include patients from the LGBTQIA community in universal cases and standardized patient experiences? (ex. pneumonia, counseling parents in newborn care).
  - a. For cases, consider browsing through various offerings from MedEdPortal, including some of the below:
    - i. [Teaching Sexual Orientation and Gender Identity in Pediatric Clinical Settings: A Training Workshop for Faculty and Residents | MedEdPORTAL](#)
    - ii. [The Case of Ty Jackson: An Interactive Module on LGBT Health Employing Introspective Techniques and Video-Based Case Discussion | MedEdPORTAL](#)
  - b. Suggested group exercises and example cases can also be found through the Whitman-Walker Institute's Toolkit: [c. Strongly Recommended Methods - Whitman-Walker](#).
4. Include "sexual orientation" and "gender identity and expression" in the patient non-discrimination policy?
  - a. Consider taking this course (eligible for CME credit): [Organizational and Human Resources Policies for an LGBTQIA+ Workforce](#)
  - b. Formal policies from large medical organizations can be found here: [Patient Non-Discrimination: LGBT-Inclusive Policy Statements from Healthcare Organizations - HRC Foundation](#).
  - c. Findings on the importance of including sexual orientation and gender identify in non-discrimination policy from the Human Rights Campaign's Healthcare Equality Index can be found here: [LGBTQ Inclusion in Children's Hospitals](#).
5. Engaged in or offered "Ally" or "Safe Zone" training?
  - a. Ally Training is provided through the Trevor Project. You can reach out to the Project and set up a training session for your facility on the [Ally Training – The Trevor Project](#) page.
  - b. The Safe Zone Project offers a free 2-3 hr curriculum on identifying key issues that affect gender-marginalized communities. A recent version of the curriculum, which is updated periodically throughout the year, can be found at: [Curriculum » The Safe Zone Project](#). A facilitator guide and participant packet are included.

- i. The SZP also offers templates for other educational group activities that can also be found at the above link.
- 6. Know of / offer directions to all-gender restrooms and/or call rooms?
  - a. Consider posting directions to the nearest all-gender restrooms and/or call rooms next to gendered restrooms/callrooms.
  - b. Consider having this information posted on your local institution's building maps (both those available online and those physically posted around the building).
  - c. Gender neutral restroom signs can be created easily for posting. Alternatively, there are a variety of vendors from who one can purchase such signs.
- 7. Are patients asked about their gender identity and the sex they were assigned at birth? (Grouped with 8)
- 8. Are patients asked about their sexual orientation? (Grouped with 7)
  - a. Consider incorporating gender-inclusive questions on your intake forms. Examples can be found in the following links:
    - i. [Queering Medicine - Intake Form Guidance for Providers](#)
    - ii. [Making Your Clinic Welcoming to LGBTQ Patients](#)
  - b. The Fenway Institute provides a Toolkit on how to incorporate SO/GI information in your EHR and clinical and/or research setting: [Do Ask, Do Tell](#).
    - i. Learn about one academic medical center's experience with incorporating SO/GI information into their EHR.
      - 1. [Introducing sexual orientation and gender identity into the electronic health record: one academic health center's experience](#)
      - 2. <https://www.youtube.com/watch?v=2ntqq3lppVY>
  - c. The Human Rights Campaign scores individual institutions' care of gender diverse individuals using a Health Equity Index. A breakdown of how they score patient self-identification can be found at: [Patient Self-Identification - HRC Foundation](#).
  - d. Examples of how to ask about gender identity and sexual orientation in an age-appropriate manner can be found in this article from Rafferty et al: [Primary Care Considerations for Transgender and Gender-Diverse Youth](#).
  - e. Example questions on how to ask about sexual orientation and gender identity can be found in this document (starting at page 17): [LGBTQ Health Care Report and Recommendations](#).
- 9. Is confidentiality / disclosure with gender identity and sexual orientation discussed with your LGBTQIA patients?
  - a. Become familiar with your state's confidentiality laws for adolescents.

- b. Talk about confidentiality early in the visit and discuss the scenarios in which confidentiality would have to be broken.
  - c. A case from Seattle Children's Hospital walking through the importance for confidentiality can be found here: [Case Discussion: Confidentiality and Adolescents](#).
10. Ask / document diverse family structures such as same-sex parents of pediatric patients?
- a. This can be built as discrete elements of your EMR or be incorporated into standard note templates to 1] prompt asking about family structures and 2] help communicate such structures to future providers.
  - b. Include information of both parents, with their preferred names and pronouns, in demographic sections of the patient chart.

**Inclusion:** (do people feel like they belong to the community)

1. Build or facilitate connections with the LGBTQIA community?
  - a. Partner with your local LGBTQ+ community centers. A list can be found here: [Find a CenterLink Member in our LGBT Community Center Directory](#).
  - b. Find out when your local Pride parade/festival occurs. This is a great way to learn about the LGBTQ+ community and resources near you: <https://www.gaypridecalendar.com/byname>.
2. Report / instruct / record LGBTQIA abuse/maltreatment / microaggression?
  - a. Consider incorporating a reporting system into your existing HR/DEI framework.
  - b. Can incorporate feedback into periodic meetings of your DEI group to help identify areas that would benefit from systemic change/restructuring
3. Recognize individuals for specific LGTQIA efforts and leadership?
  - a. Highlight advocacy or research efforts in the field of LGBTQ+ DEI in your department's regular announcements/newsletters.
  - b. Consider granting awards for champions of DEI in annual awards events and/or days of scholarship.
4. Advocate for / participate in the HRC Health Equity Index (HEI)?
  - a. Information about the HEI can be found through the following links:
    - i. [Patient Self-Identification - HRC Foundation](#)
    - ii. [www.hrc.org/resources/healthcare-equality-index](http://www.hrc.org/resources/healthcare-equality-index)
5. Offer an internal advisory or planning committee focused on LGBTQIA issues?
  - a. Refer to the following websites for tips on how to set up your own DEI advisory committees:
    - i. [Creating a Diversity, Equity, and Inclusion Committee in the Workplace — 4 Point Consulting](#)

- ii. [How To Form a Diversity Committee for Your Business](#)
  - b. Examples:
    - i. Yale: [Welcome to the DAC! < Dean's Advisory Council on LGBTQI+ Affairs](#)
    - ii. Harvard: [LGBT Advisory Committee | The Office for Diversity Inclusion and Community Partnership at Harvard Medical School](#)
    - iii. University of Colorado: [LGBTQ+ Hub](#)
- 6. Have course electives focused on LGBTQIA health?
  - a. Consider implementing the following pre-clinical courses for your learners:
    - i. [Early Intervention for LGBTQ Health: A 10-Hour Curriculum for Preclinical Health Professions Students | MedEdPORTAL](#)
    - ii. [Rainbows and “Ready for Residency”: Integrating LGBTQ Health Into Medical Education | MedEdPORTAL](#)
- 7. Identify and Discuss LGBTQIA current events that directly affect the pediatric or student population?
  - a. Find out about nearby events through your local LGBTQ+ center. A list of such centers can be found at: [Find a CenterLink Member in our LGBT Community Center Directory](#).
  - b. Reliable resources include:
    - i. [LGBTQ Rights | American Civil Liberties Union](#)
    - ii. [GLSEN](#)
    - iii. [In Your State | Lambda Legal](#)
- 8. Recognize LGBTQIA-related holidays such as National Coming Out Day (10/11)
  - a. Find a list of holidays on this page from the Human Rights Campaign: [Awareness Days & Celebrations](#).