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I. **About This Resource Guide**
   a. Currently there are no published resources for emergency medicine to guide education on LGBT health. While not specific to emergency medicine, this guide was developed to include key literature, surveys and information on national initiatives to help educators in emergency medicine educate themselves on this important and emerging topic. Each source contains a description to help focus your time and efforts. Information contained here gives a comprehensive overview of LGBT health issues and specific information to focus on key areas necessary for emergency medicine education, including:
      i. Understanding the effects of stigma, discrimination and laws on LGBT health
      ii. Communication
      iii. Health care disparities
      iv. Complications of hormone therapy, silicon and gender confirming surgeries for transgendered patients
      v. Specific issues with LGBT youth, including suicide risk, mental health, epidemic homelessness, STD risk, and alcohol and drug abuse
      vi. Specific health needs of LGBT seniors
      vii. Visitation rights and advance directives
      viii. Impacting change at your own department and institution - this would make for an excellent CQI initiative for interested faculty and residents

II. **Key Resources for General Understanding of LGBT Health**
      ii. **About:** This is the most comprehensive report regarding LGBT health, and is recommended to any educator wanting to have a full understanding of LGBT health. The IOM press release states “This report discusses the need for researchers to proactively engage lesbian, gay, bisexual, and transgender people in health studies and collect data on these populations to identify and better understand health conditions that affect them. The scarcity of research yields an incomplete picture of LGBT health status and needs, which is further fragmented by the tendency to treat sexual and gender minorities as a single homogeneous group the report provides a thorough compilation of what is known about the health of each of these groups at different stages of life and outlines an agenda for the research and data collection necessary to form a fuller understanding.”

i. Website: http://www.jointcommission.org/lgbt/
ii. About: A new field guide from the Joint Commission urges US hospitals to create a more welcoming, safe, and inclusive environment that contributes to improved health care quality for LGBT patients and their families. The field guide features a compilation of strategies, practice examples, resources, and testimonials designed to help hospitals in their efforts to improve communication and provide more patient-centered care to their LGBT patients. New Joint Commission requirements are discussed.

This is an excellent resource to help improve the environment within your emergency department to welcome LGBT patients and is a necessity for those providers looking to make an impact at the institutional level.

c. Department of Health and Human Services

i. Website: http://www.hhs.gov/secretary/about/lgbthealth.html

ii. About: A summary of the efforts taken by the U.S. Department of Health and Human Services (HHS) to improve the lives of LGBT people, as well as recommendations for future action. The recommendations were developed in response to the Presidential Memorandum on Hospital Visitation, which, in addition to addressing the rights of patients to designate visitors regardless of sexual orientation or gender identity, directed the HHS Secretary to explore additional steps HHS could take to improve the lives of LGBT people.

III. Transgendered Health Resources

a. World Professional Organization for Transgender Health (WPATH)

i. Website: www.wpath.org

ii. About: An international multidisciplinary professional association whose mission is to promote evidence-based care, education, research, advocacy, public policy and respect in transgender health.


1. Website: http://www.wpath.org/publications_standards.cfm
IV. **Legal Aspects of LGBT Health**

a. Lambda Legal
   
i. **Website:** [www.lambdalegal.org](http://www.lambdalegal.org)
   
   1. Has dedicated page for “Health Care Fairness”:
   
   2. Can access individual state laws as they pertain to LGBT rights:
      [http://www.lambdalegal.org/states-regions](http://www.lambdalegal.org/states-regions)
   
   ii. **About:** Is a national legal organization committed to achieving full recognition of the civil rights of lesbians, gay men, bisexuals, transgender people and those with HIV through impact litigation, education and public policy work
   
   iii. **Important Publication:** Lambda Legal, “When Health Care Isn’t Caring”:

b. Please also see above links to HHS and Joint Commission for information on updated visitation laws. Changes in advance directive laws are expected within a few months.

V. **Online Training**

a. Fenway Institute National LGBT Education Center learning modules
   
i. **Website:** [http://www.lgbthealtheducation.org/training/learning-modules/](http://www.lgbthealtheducation.org/training/learning-modules/)
   
   ii. **About:** The National LGBT Health Education Center provides educational programs and technical assistance to health care organizations, nationally and internationally, to help them optimize their ability to provide accessible, high quality, and cost effective care to LGBT people.

b. Health Professionals Advancing LGBT Equality (GLMA)
   
i. **Website:** [www.glma.org](http://www.glma.org)
   
   ii. **About:** Is the world’s largest and oldest association of lesbian, gay, bisexual and transgender (LGBT) healthcare professionals. GLMA’s mission is to ensure equality in healthcare for lesbian, gay, bisexual and transgender (LGBT) individuals and healthcare providers.
   
   iii. **Cultural Competence Webinar Series:**
      
      1. Can access by going to GLMA home page, then click Resources, then Providers, then Cultural Competence, or go directly to following: [www.glma.org/index.cfm?fuseaction=Page.viewPage&pageld=1025&grandparentID=534&parentID=940&nodeID=1](http://www.glma.org/index.cfm?fuseaction=Page.viewPage&pageld=1025&grandparentID=534&parentID=940&nodeID=1)
      
      a. This cultural competence four-part webinar series explores the health concerns and healthcare of LGBT people and is open to anyone. GLMA reviews the social determinants that influence
how LGBT people seek and receive care and the impact those influences have on health. The series virtually follows the experience of LGBT people and those who care for them to better understand how to create healthcare environments that are welcoming and help minimize the existing disparities experienced by this population. It delves into the clinical concerns specific to LGBT persons, both in terms of physical health and mental health, in order to better understand how to create comprehensive systems of care that support positive outcomes and experiences for LGBT people and result in high quality healthcare. The webinars are free and include content that has broad relevance to clinicians, administrators, researchers and academics alike.

VI. Pediatric and Adolescents
a. “Growing up LGBT in America” Human Rights Campaign
   ii. About: Survey of over 10,000 LGBT identified youth, ages 13-17. It provides a stark picture of the difficulties they face – the impact on their well-being is profound, however these youth are quite resilient.

b. The Gay, Lesbian and Straight Education Network (GLSEN)
   i. Website: [www.glsen.org](http://www.glsen.org)
   ii. About: GLSEN strives to assure that each member of every school community is valued and respected regardless of sexual orientation or gender identity/expression. Multiple reports on school environments and bullying can be found at this website.

VII. Senior Citizens
a. Services & Advocacy for GLBT Elders (SAGE)
   i. Website: [www.sageusa.org](http://www.sageusa.org)
   ii. About: SAGE is the country’s largest and oldest organization dedicated to improving the lives of older LGBT adults. Their mission is to lead in addressing issues related to LGBT aging. Multiple resources and publications on website pertaining to the unique needs of LGBT seniors.
   iii. Important Publications: Improving the Lives of Transgender Older Adults, recommendations for Policy and Practice, available at: [http://www.sageusa.org/resources/publications.cfm](http://www.sageusa.org/resources/publications.cfm)
VIII. **Other Resources**

a. AAMC MedED Portal: Lesbian, Gay, Bisexual, Transgender and/or Disorders of Sex Development-affected Patient Care Project
   
i. **Website:** [www.mededportal.org/icollaborative/about/initiatives/lgbt/](http://www.mededportal.org/icollaborative/about/initiatives/lgbt/)
   
   ii. **About:** The MedED portal is currently be developed. This will be an excellent resource in the upcoming year for resources that can be utilized to develop medical school curriculum. It will provide an anthology of those educational tools and programs already being used at various institutions.

   “In 2007, the Association of American Medical Colleges Executive Council approved recommendations of the Group on Student Affairs and Organization of Student Representatives regarding ‘Institutional Programs and Educational Activities to Address the Needs of Lesbian, Gay, Bisexual and Transgender (LGBT) Students and Patients.’ Amongst these recommendations was that medical school curricula ensure that students master the knowledge, skills, and attitudes necessary to provide excellent, comprehensive care for LGBT patients. Funded in part by the Josiah Macy Jr. Foundation, this initiative is designed to create an anthology of resources to guide academic medical institutions in providing high-quality and patient-centered care for these unique populations. To accomplish this the AAMC convened a LGBT Patient Advisory Committee that quickly expanded the charge to include individuals affected by disorders of sexual development (DSD). The goals of this committee are as follows:

   1. Identify core LGBT & DSD-affected competencies and objectives for the undergraduate medical education curriculum,
   2. Create an anthology of effective practices, policies and guidelines, and toolkits that are being utilized across the nation’s medical schools, and
   3. Lead the development of a competency-based curricular collection, linked to established competencies and objectives, to be disseminated through MedEdPORTAL”

b. The Williams Institute
   
i. **Website:** [http://williamsinstitute.law.ucla.edu/mission/](http://williamsinstitute.law.ucla.edu/mission/)
   
   ii. **About:** Excellent resource for LGBT demographics and public policy: The Williams Institute is dedicated to conducting rigorous, independent research on sexual orientation and gender identity law and public policy. A national think tank at UCLA Law, the Williams Institute produces high-quality research with real-world relevance and disseminates it to judges, legislators, policymakers, media and the public
C. Health Care Equality Index; Human Rights Campaign

i. **Website:** [http://www.hrc.org/hei#.USY6GmePTO4](http://www.hrc.org/hei#.USY6GmePTO4)

ii. **About:** The Healthcare Equality Index (HEI) is a unique and invaluable resource for healthcare organizations seeking to provide equitable, inclusive care to LGBT Americans—and for LGBT Americans seeking healthcare organizations with a demonstrated commitment to their care.

Each year, hundreds of hospitals and clinics show their commitment to optimal care for LGBT patients by using the HEI to:

1. Document that they meet the “**Core Four**” foundational criteria for LGBT care, which include CMS and Joint Commission requirements
2. Familiarize themselves with additional best practices in LGBT care
3. Receive free expert training in LGBT care
4. Achieve public recognition as “**Leaders in LGBT Healthcare Equality**”