Instructor Guide:

Resource files included in current submission:

1. LGBT curriculum guide
2. LGBT PowerPoint slide set
3. Image copyright information

Practical Implementation:

The purpose of this guide is to allow for integration of LGBT health issues into current medical curricula. Previously, LGBT health has been approached in a static method, in which stand-alone workshops or patient encounters were the core focus. Though these approaches are undoubtedly useful, their long-term effectiveness may be somewhat limited. Repeated exposure to a given subject allows for not only enhanced awareness, but also more effective internalization of the material. As such, our goal is to integrate pertinent aspects of LGBT health into already existing medical classes. We have included a variety of slides and a topic guide (which provides the corresponding slide number) and suggestions on what courses these topics may be applicable. This allows for flexibility in terms of usage of the given material, and doesn’t force the entire curriculum to be taught at the same time – ideally, it won’t be. In addition, users are provided with a brief overview of why LGBT health is important, basic LGBT medical competencies and potential assessments. Finally, in lieu of our proposed model (described below) we have also included additional LGBT environmental support suggestions, as well as helpful resources.

Practical “How-to” Navigate through Material:

As previously stated, the purpose of this resource is to give the user flexibility and allow them to tailor the material to their given needs. There are a multitude of resources available in this curriculum, however some general user tips include:

1. Open the LGBT curriculum document – page 1 provides you with some background information into the importance of addressing LGBT health.
2. Page 2 provides you with core LGBT competencies mapped to the AOA core competencies used for Osteopathic medical licensure.
3. Pages 4 – 7 provide you with two tables that will guide you to the slides you wish to use. The first table breaks the material up by course and lists the relevant topics and the corresponding slides. Table 2 breaks the material by discrete categories.
   a. Choose the topic relevant to the material you will be teaching.
   b. Go to the corresponding slide(s).
   c. Insert the slide(s) into your PowerPoint presentation – feel free to modify the slide(s) to fit your style.

4. Page 6 provides information in terms of creating an LGBT-friendly campus environment.

5. Pages 7 – 11 provide additional resources, including websites, videos, articles/books.

**Conceptual background & Purpose/goal of the resource**

The purpose of the DREAM model is to implement integrative curricula that embraces osteopathy’s holistic approach to patient care. We aim to promote cultural proficiency as valued at both the individual and institutional level. By allowing diversity to redefine and reshape our current medical education, we hope to create multicultural physicians that can competently and compassionately practice osteopathic medicine.

The DREAM model (displayed above) takes an integrative approach toward enhancing cultural competency by emphasizing the osteopathic principle of holistic healthcare. It stresses the need for acknowledging a variety of aspects in order to ensure a comprehensive result. We
propose that cultural competency occurs at both the institutional, as well as, the individual level. As such, three core constituents must be addressed:

1. **Basic Medical Knowledge** → Consists of exposure, understanding and mastery of health related topics pertaining to a given population. Cognition of risk factors, prevalence and incidence rates as they pertain to certain diseases within that population, allows for more holistic care. Basic medical knowledge is the foundation upon which our field is centered and as such is a critical element in the development of cultural competency.

2. **Campus Culture** → Consists of the overarching environment that students are exposed to on a day-to-day basis. This environment includes institutional policy inclusion, grievance procedures, and overall exposure and attitude towards diverse populations. A positive campus culture ensures for the equal treatment of diverse populations and addresses any discrimination that may occur in a timely and productive fashion.

3. **Awareness** → Allows for the recognition and acknowledgement of diversity, working to dispel any prejudices or stereotypes that may be present. This includes the creation of organizations, both at the student and institutional level, which cater to diverse student populations. Exposing students to diversity and to the concept of working with diverse patient populations will ensure reduced anxiety and increased comfort.

**How has it been successfully deployed?**

Aspects of this model have been integrated into the core curriculum at A.T. Still University - Kirksville College of Osteopathic Medicine. We are in the process of full integration and follow-up research once this occurs. In addition, LGBT health issues have been examined in a Cultural Awareness in Medicine elective, which is in its second year of genesis. Students have been exposed to LGBT standardized patient encounters and debriefed in regard to cultural proficiency. Finally, we are working on improving the LGBT campus climate by starting LGBT oriented student organizations and other diversity undertakings.

**Limitations of current resource?**

Please note that as research advances within the field of LGBT health this curriculum and the slide set may need to be updated and/or modified to mirror the most up-to-date evidence based medicine.