

**Year 2 Public Description of Work for
Action Collaborative on Preventing Sexual Harassment in Higher Education**

Harvard University

Harvard Medical School's

Sexual and Gender Minorities (SGM) Health Equity Initiative

This Action Applies to Rubric Item(s):

*Leadership Education and Skill Development
Ally or Ambassador Programs*

Description of Work:

The [Sexual and Gender Minorities \(SGM\) Health Equity Initiative](#) is a three-year plan, led by students, staff, and Harvard Medical School faculty, to amend the MD curriculum so that all students and faculty clinicians become well equipped to provide high-quality, holistic health care for sexual and gender minority patients of all ages. “The plan encompasses curriculum reform, faculty development, continuous quality assessment, and global dissemination, as well as increased efforts to recruit and support students, faculty, and staff with interests or experience in SGM health” ([Dutchen, 2018](#)).

This initiative grew out of a collective effort and multi-person realization that health care was not easily accessible for transgender individuals, but more generally for those a part of the LGBTQ+ community. Moreover, it is necessary to provide audience-specific anti-sexual harassment education for those in the medical field. The Initiative pledges to change the culture in hospitals and medical cabinets, ensuring medical practitioners can treat all patients equally and knowledgably. By embedding this work within the HMS classroom experience, importance is placed on the future of medical care being in the hands of allies who better understand how their practice can contribute to an inclusive environment free from sexual harassment.

Beginning with a comprehensive exploration of the current, four-year, HMS curriculum, students and faculty members of the SGM committee, identified “areas that were ripe for enhancement with material on SGM health or that contained assumptions or errors about sex and gender, such as conflating sexual orientation with gender identity, presuming gender is immutable or treating heterosexuality as a default”. ([Dutchen, 2018](#))

As the three-year project comes to close in 2021, “The committee will create a map of learning objectives and add explicit requirements related to SGM health for the six core competencies HMS students must demonstrate in order to graduate. When the plan is complete, a group of

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Curriculum Faculty Fellows will develop the new components and integrate them throughout pre-clerkship courses, including the practice of medicine, basic science and population and social science; the principal clinical experience, when students are likely to encounter SGM health issues in specialties such as medicine, surgery, pediatrics, obstetrics and gynecology and psychiatry; and the post-clerkship curriculum, expanding opportunities for students to take elective courses and pursue scholarly research projects focused on SGM health.” ([Dutchen, 2018](#)) Equipping future doctors with a robust education focused on inclusionary practice and medicine for sexual minorities can assist in the reduction of harm to all patients.

Website for further information (if applicable): <https://lgbt.hms.harvard.edu/>

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