

Appendix 1: Facilitator Guide

From:

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Introduction by study team member will cover the following points:

- Thank you for participating in this IRB approved project, Evaluating LGBTQ+ Medical Student Education at the University of Wisconsin School of Medicine and Public Health (UWSMPH)!
- To ensure that all focus groups are conducted in the same way, I will be reading information about this focus group before we begin.
- The goal of this UW-Madison research study is to evaluate the current medical student curriculum at UWSMPH as it relates to the health of people who identify as lesbian, gay, bisexual, queer, transgender, intersex, asexual, two-spirit, non-binary, and gender diverse people (abbreviated here as LGBTQ+).
- The purpose of this focus group is to gain diverse student insight and perspectives into learning experiences related to LGBTQ+ health at UWSMPH as well as student perceived preparedness to care for patients who identify within the LGBTQ+ community. We include social determinants of health in our consideration of LGBTQ+ health.
- I have nine questions that I will pose to every focus group. The focus group will last 45-60 minutes. I will be facilitating the session but will not be sharing my opinions because I am interested in your perspectives. As the facilitator, I will be monitoring time to make sure we get through all of the questions.
- This session will be audio-recorded for data analysis and will be stored in a secure location. The recording will be transcribed and identifying information will be removed from the transcript. No statements made will be attributed to any one person, as transcripts will be analyzed using a qualitative thematic analysis. The recording will be deleted at the conclusion of the study.
- As a reminder, your participation is voluntary. You can skip answering any question. I hope that you are able to participate in the full focus group session, however you can leave the focus group at any time.
- Since there are multiple focus groups, please keep the conversation and questions from this focus group confidential.
- We will ask you and the other people in the group to use only first names during the focus group. Please do not tell anyone outside the group what any particular person said. Please note, however, we cannot guarantee that each participant will keep the discussions private.
- Please do not use the chat function during this session.

Questions:

1. Please start by introducing yourself and share what year of medical school you are in.
2. What has been your experience learning about LGBTQ+ health in phase 1 of medical school?

3. What sources were most helpful to you for learning about LGBTQ+ health in phase 1?
Probes (use as needed):
 - a. Did you learn about LGBTQ+ health in lectures?
 - b. Did you learn about LGBTQ+ health in pre-work materials? If so, what?
 - c. Did you learn about LGBTQ+ health in clinical skills?
 - d. Did you learn about LGBTQ+ health from any other course materials, such as the “additional resources” on Canvas course pages?
 - e. Did you learn about LGBTQ+ health in settings related to student organizations? For example, a noon talk organized by PRIDE in Healthcare.
 - f. Did anyone learn about LGBTQ+ health from any sources we have not discussed yet?
4. What do you think impacted your learning about LGBTQ+ health in phase 1?
Probes (use as needed):
 - a. Did other people impact your learning? For example, the people who were providing lectures, or your peers in class.
 - b. Did the format the content was taught in impact your learning? For example, do you think content taught in a lecture versus a written document had a different impact?
5. For those of you who have taken any coursework in phases 2 and 3, how prepared did you feel to see LGBTQ+ patients when you first started rotations? (if applicable)
Probes (use as needed):
 - a. Did you feel different levels of preparedness for different pockets within the LGBTQ+ community? For example, lesbian and gay patients compared to transgender and non-binary patients.
 - b. Did you feel prepared to see LGBTQ+ patients in clinic?
 - c. Did you feel prepared to see LGBTQ+ patients in the hospital?
6. For those of you who have taken any coursework in phases 2 and 3, what sources were most helpful to you for learning about LGBTQ+ health in phases 2 and 3? (if applicable)
Probes (use as needed):
 - a. Did you learn about it during clinical rotations? If so, what did you learn about?
 - b. Did you learn about it during required CBLs? If so, what did you learn about?
7. Is there anything you would change about how LGBTQ+ health is taught in medical school?
8. Has the socio-political landscape surrounding LGBTQ+ health impacted your education on this topic or anticipated career trajectory?
9. Is there anything else you would like to share on this topic?