Bringing Lesbian, Gay, Bisexual, Transgender Medical Education into the Mainstream

Competencies, Resources and Collaboration

Group on Diversity and Inclusion
LGBT Summit
November 6, 2012
San Francisco
Moderator:
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Discussion Outline

• Introduction and Need for LGBT Med Ed Curricular Reform – 7 minutes
• American Academy of Family Physicians Curriculum Guidelines – 5 minutes
• Overview of Key Resources for LGBT Med Ed – 3 minutes
• Adolescent Reproductive and Sexual Health Education Project – 7 minutes
• Transgender Health Initiatives at University of Illinois at Chicago – 8 minutes
• Sexuality and Gender Intersessions at Columbia University – 10 minutes
• Discussion – 10 minutes
• Debriefing – 15 minutes
• Overcoming Barriers and Moving Forward – 10 minutes
Need for LGBT Med Ed Curricular Reform

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Background – LGBT Health Disparities

Health care disparities among LBGT patients

• Mental health problems
• Substance use/abuse
• Violence victimization

LBGT patients receive less preventive care

• Inadequate health insurance coverage
• Discrimination in medical settings

Unique barriers to accessing and using health services
The LGBT Medical Education Assessment: Curriculum on a National Scale

Adapted from William White, MA, SMSIII
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LGBT Medical Education Assessment

- Objectives
  - Assess the breadth and depth of medical education with respect to caring for LGBT people
  - Develop practical tools that medical schools can use to evaluate and improve their curricula
- Scope: All M.D. and D.O. granting institutions in Canada and the United States
LGBT Medical Education Assessment

Two survey phases:

- Deans of Medical Education (Obedin-Maliver, et al., 2011)
  - 13 Questions
  - 132/176 Completed surveys (75%)
- Medical Students: Not yet published so not discussed today
  - 23 Questions
  - 8,551 Students across 174 schools responded
Global Assessment

Very Poor: 9%
Poor: 16%
Fair: 45%
Good: 21%
Very Good: 22%
Subjects Taught

- Orientation: 85%
- HIV: 82%
- Gender ID: 76%
- STIs: 72%
- Safe Sex: 70%
- DSD: 64%
- Barriers: 63%
- Mental: 58%
- Adolescents: 51%
- Relationships: 47%
- Coming Out: 47%
- Drugs: 42%
- Chronic Disease: 39%
- SRS: 35%
- Body Image: 33%
- Transitioning: 30%
Strategies for Improvement

- Curricular Material: 59%
- Faculty to Teach: 52%
- More Time: 48%
- More Evidence-Based Methods to Evaluate Content: 46%
- Required by Accreditation: 44%
- National Exams: 44%
- Logistical Support: 44%
- Increased Resources: 27%
- Other: 7%
- Don't know: 7%
- Decline to Answer: 2%
Background – Med Ed Impact

Medical education improves learner attitudes, willingness to engage LGBT patients, and unique LGBT care needs

AIM: Overcome barriers/challenges with guidance from competencies, resources, and collaboration
AAFP Curriculum Guidelines

Keisa Bennett, MD, MPH
University of Kentucky
Co-chair, STFM Group On LGBT Health
AAFP Curriculum Guidelines
American Academy of Family Physicians

Competency-based guidelines for Family Medicine Resident training

Will be posted on AAFP’s Residency Program Solutions website
AAFP Guidelines – 6 competencies

Communication

Comprehensive health history

Systematic physical exam

Effective primary care counseling

Appropriate screening, risk reduction, wellness support

Patient-centered treatment, coordination, advocacy
AAFP Guidelines – Highlights

Attitudes: affirming normal spectrum of identities

Knowledge: terminology, disparities, research & clinical knowledge

Special focus on transgender

Skills: communication, environment, advocacy

Resources and examples
Implementation

Integration in the broader curriculum
Importance of requirements
Faculty development
Exposure to diversity of patients
Using national standards and guidelines vs. tailoring to local structures and needs
Outcomes-based evaluation
Sharing Implementation Resources

How much can we standardize; how much can we borrow from each other?

- Curricula
- Evaluation methods
- Research and methodologies
- Implementation “wisdom”

Most functional ways of sharing

- Repository: where and how?
- Protecting research credibility
Sharing Implementation Resources

AAMC Task Force Recommendations for Medical School Curriculum

MedEd Portal Section

MedEd Portal’s iCurriculum

Still need sharing platforms for residency education and translation to other health professions

GLMA Faculty/Education Facebook Group

STFM Group Project
Key Resources in Education

AMA policy statement

AMSA policy statement
http://www.amsa.org/AMSA/Homepage/About/Committees/GenderandSexuality.aspx

Healthy People 2010

AAMC Recommendations
http://lgbt.ucsf.edu/images/AAMC LGBT Recommendations-1.pdf

IOM Report
Key Resources in Education

STFM Wiki and listserve
http://www.fmdrl.org/index.cfm?event=c.showSignUpForm

ARSHEP
http://www.prch.org/resources-arshelp

Fenway learning modules
http://www.fenwayhealth.org/site/PageServer?pagename=FCHC_ins_fenway_EducPro_modules

LGBT Cancer Network training
http://www.cancer-network.org/cultural_competence_training/

UCSF Curriculum guidelines
http://lgbt.ucsf.edu/UCSF LGBT Curriculum Checklist.pdf
Key Resources in Education

UCSF Core Competencies
http://lgbt.ucsf.edu/images/Core LGBT Competencies AAMC.pdf

UCSF Institutional Self-assessment
http://lgbt.ucsf.edu/images/Institutional Self-Assessment AAMC.pdf

AAFP Trans health resource list

Joint Commission Field Guide
http://www.jointcommission.org/lgbt

GLMA Guidelines
http://glma.org/_data/n_0001/resources/live/GLMA%20guidelines%202006%20FINAL.pdf
Key Resources in Education

UCSF Transgender Health protocols
http://www.transhealth.ucsf.edu/protocols

Vancouver Coastal Health Guidelines
http://transhealth.vch.ca/resources/careguidelines.html

WPATH Standards of Care
http://www.wpath.org/documents/Standards_of_Care_FullBook_1g-1.pdf
Specific Resources: ARSHEP

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Physicians for Reproductive Choice and Health (PRCH): ARSHEP
ARSHEP

• Founded in GA 2003 - went national in 2005
• 17 PowerPoint module curriculum online & CD-ROM
• Patient videos – trigger cases
• GLMA co-sponsor since 2010
• E-Learning course for residencies
• Speakers Bureau: 45 Adolescent Medicine specialists available for free trainings across the US
• More info at www.prch.org/arshelp
PowerPoint Modules

- FREE
- Adolescent-Friendly Health Services
- Cultural Competency and Adolescent Health
- GLBTQ Youth
Patient Videos – Trigger Cases

• FREE
• 13 video vignettes with different versions
• Nuanced scripting
• Elicit discussion on approaching sensitive health issues in practice
• Facilitation guide for trainers
• Variety of LGBT health topics
• On DVD and [www.prch.org/casevideos](http://www.prch.org/casevideos)
E-Learning Course

- Currently not FREE
- Designed to fulfill/supplement RRC requirements
- Currently in 16 Pediatrics Residency Programs
- Piloting in Family Medicine Residency Programs
- Self-guided
- Interactive
- Case-based
E-Learning Course

Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Youth

Case Study: Diana 1

Diana is a 16-year-old female who comes to the clinic for a physical. On her intake form, she indicates she is sexually active but not on contraception.

How do you discuss sensitive issues with your young patients?
Coming Out: Version 1

What did the provider do well?

What could the provider have done differently?

What similarities/differences do you see between this video and providers in your practice or program?
Video Discussion

What did the provider do well?

What could the provider have done differently?

What similarities/differences do you see between this video and providers in your practice or program?
Speakers Bureau

• FREE

• Helpful when no LGBT faculty

• Train the Trainer
100 Free Copies today

Overview of ARSHEP Resources

DVD with modules and patient videos
Family Medicine and OBGYN Transgender Healthcare Education

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Department of Family Medicine Course Structure

- Cultural Competency
- Demographics
- Barriers to Healthcare
- Appropriate Primary Care
- Initial Evaluations
- Establishing Care with a Trans Patient
- Hormonal and Surgical Management with a Trans Patient
- Gender Identity/Incongruence in Adolescence
- Patient Experiences (Case Studies)
- Physician Experiences (Dr. Regina Kim)
- Mock Interviews
- Conclusion
OBGYN Course Structure

- Introduction to relevance and risk
- Overview of transgender population
- Potential medical gender affirmation interventions
- Gynecological issues for transmen
- Gynecological issues for transwomen
- The Most Important Part: Interpersonal Interaction
Feedback

- Students were underprepared for a transgender healthcare course having little to no understanding of the basics of gender and sexuality.

- In a survey of 100 administrators, medical students, residents and physicians:
  - Rated the educational value of *transgender medicine in primary care* at 8.15 out of ten with 40% rating it as “very valuable (10/10)”.
  - The majority preferred a short course selective during M1 or M2.
  - Preferred transgender specific course as opposed to comprehensive cultural competence, minority health or LGBT course.

*unpublished
Importance of Separation

- Transgender patients face an entirely separate set of medical needs than LGB patients
- Intersex patients (from infancy) face separate medical needs from LGB patients
Columbia Sexuality and Gender Intersessions

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Columbia Sexuality & Gender Intersessions

- Continuing student advocacy for coursework in human sexuality and gender
- 75% of students felt unprepared to work with LGB
- 85% of students felt unprepared to work with gender variant patients
- Vice Dean for Education charged faculty to revive dormant human sexuality course
- New curricular “real estate” in intersessions
- Opportunity to integrate teaching in sexuality and gender into the clinical curriculum
Curriculum

- Guiding principles
- Sex and gender positive
- Mix didactic and interactive
- Cover the basics

- Three 2-hour sessions
  - Sexuality through the life cycle
  - LGBT health, gender and sexuality
  - Interface of sexuality and body
LGBT Health Session

- Didactic
- Background (making the case/health disparities)
- Terminology (alphabets and genderbreads)
- Key knowledge
- Interactive panel
- Trans man, gay man, lesbian- and queer-identified women
- Describe experience with healthcare system
- Open Q&A
Key Ingredients

• Student-faculty collaboration
• Opportunity for student scholarship
• “Patient” as professor
• Protected curriculum time
• For all students
• Data-driven
• Fun!
Discussion

• What have been particularly effective LGBT health education practices in your curriculum?

• How do you evaluate what makes your curriculum effective?

• What more do you need to know to inform your curriculum evaluation?

• How can the AAMC help?
Debriefing

• Common educational practices
• Research agenda for LGBT education curricula
• Overcoming barriers - moving forward
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Save the Dates!

GDI Professional Development Conference
May 16-19, 2013
Fairmont Royal York Hotel
Toronto, Canada

GSA/GDI/OSR National Meeting
April 26-29, 2014
Hilton Bayfront Hotel
San Diego, California
LGBT Inclusion in Med Ed

- LGBT people/ issues in Admissions
- LGBT people/ issues in Orientation and Diversity events
- Mentoring and advising for LGBT students and faculty
- Networking opportunities for LGBT students
- Curriculum infusion and integration
- Training in LGBT issues for counseling and student affairs
- Faculty development
- LGBT equity in academic institutions
  - Non-discrimination policy
  - Equal benefits for students, faculty, and staff
Curriculum infusion and integration: Needs Assessment and Goals/ Objectives

- LCME standards (i.e. ED-22)
- ACGME requirements
- March 2007 AAMC Memo
- Place in context of local graduation competencies
- Fill gaps by aligning with related curricular threads
  - Social justice
  - Cultural competence
  - Disparities
  - Population health
  - Patient-centered medical home
- Establish LGBT-specific competencies and objectives
- Importance of leadership and advocacy
Curriculum infusion and integration: Educational strategies

- Sexuality and gender content
- Pre-clinical sensitive history taking
- Comprehensive content for LGBT health care needs
- LGBT inclusion across teaching cases (avoid pathologization)
- Required clerkship modules and/or intersessions
- LGBT electives
- Partnership with students
- Partnership with LGBT community
Curriculum infusion and integration: Implementation

- National organizations
  - Fenway Institute
  - Physicians for Reproductive Choice and Health
- Community organizations
  - AIDS Training and Education Centers
- LGBT Community organizations
  - Health Centers
  - Advocacy Groups
- LGBT faculty deliver sessions
- Patients and communities into the classroom