eQuality: Integrating Medical Education Competencies to Improve Health Care for People who are LGBT, Gender Nonconforming, or Born with Differences of Sex Development

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Introduction

Background
- Individuals who identify within the lesbian, gay, bisexual, transgender (LGBT) community have specific health care needs and face significant health disparities.¹ ² ³
- Nationally, the mean curriculum time dedicated to LGBT health only amounts to 5 hours in the undergraduate, pre-clinical curriculum.¹
- Medical students need specific LGBT health care training to inform their future practice.¹
- In November 2014, the AAMC LGBT & DSD-Affected Patient Care Advisory Committee released Implementing Curricular and Institutional Climate Changes to Improve Health Care for Individuals Who Are LGBT, Gender Nonconforming, or Born with DSD, which includes professional medical education competencies to address the specific health care needs of these populations.⁴

Overview
- eQuality at the University of Louisville aims to provide a clear strategy and national model for implementation of the new AAMC competencies within the 4-year undergraduate medical education (UME) curriculum.
- Goal: to train future physicians to deliver equitable quality care for all people, regardless of identity, development, or expression of gender/sex/sexuality.

University of Louisville Partners
- Undergraduate Medical Education Office
- LGBT Center
- Health Sciences Center Office of Diversity and Inclusion

National Partners
- Jennifer Potter, M.D., Associate Professor, Harvard Medical School, Director, The Fenway Institute/National LGBT Health Education Center
- John Davis, M.D., Ph.D., Associate Dean for Medical Education, The Ohio State University College of Medicine, AAMC GDI LGBT Issues Representative
- Kristen Eckstrand, M.D., Ph.D., Resident in Psychiatry, University of Pittsburgh Medical Center, Chair, AAMC Advisory Committee on Sexual Orientation, Gender Identity, and Sex Development

2015-2016 Pilot Year

Curriculum Mapping & Revision
- 48 hours of content revised or developed in M1-2 years
- Revision to be more inclusive and affirming of LGBT and DSD-affected populations
- Addition of new content to existing sessions
- Creation of new content/sessions
- In addition to material concerning the medical needs of individual patients, broader content related to health equity and health systems issues in these and other disparate populations.

Faculty Development
- Medical education grand rounds on LGBT patient care
- Faculty engagement and dialogue with the transgender community via a participatory community forum

Community Engagement
- Involvement of LGBT community and health professional allies in Louisville
- Patient Advisory Panel development in progress

Major M1 & M2 Sessions 2015-2016 Pilot Year

Interaction With Patients
- Taking a general health history (L, SP, 2h)
- Taking a sexual history (L, SP, 2h)
- Performing sensitive physical exams (L,SP, 4h)
- DSD-affected PBL and patient family panel (L, SG, 5h)
- Assessing and responding to cultural differences (SG, 2h)
- Implicit association testing and debrief (L, 2h)
- Personal bias recognition and management (L, 1h)

Medical Knowledge/Decision-Making
- DSD concepts lecture and PBL (SG, 3h)
- Health Maintenance across lifespan (L, 2h)
- Health Guidelines: how developed, how to use (L, 2h)
- Substance Abuse (L, 2h)
- Ethics of Confidentiality and Disclosure (L, SG, 3h)
- Transgender hormone prescripting and monitoring (L, 1h)
- LGBT adolescent case, suicidality, reparative therapy harm (SG, 4h)
- Lifespan sexual development, sexuality, sexual identity vs behavior and function (L, SG, 8h)

Advocacy/Systems Change
- Health care disparities: contributors and physician role (L, 2h)
- System Fails: Gaps in care, inadequate care (SG, 2h)
- Shared system and provider responsibility to recognize and mitigate systemic bias (L, 1h)
- EMR Pitfalls and Pearls (L, 2h)

Timeline

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Research and Evaluation

Student Explicit Attitude and Knowledge Tests:
- MS1, MS2, MS3, & MS4 students
- Pre-test August 2015
- Post-test April 2016

Faculty Explicit Attitude and Knowledge Tests:
- Faculty that teach in years 1-4 of the medical curriculum
- Pre-test October 2015
- Post-test April 2016

Student Implicit Association Tests and Debrief:
- MS1, MS2 students
- UofL Custom IAT Portal with Project Implicit (sexuality, race, weight)

Institutional Climate Monitoring:
- Health Sciences Center faculty, staff, students
- Baseline 2015-2016

Future Measures:
- Skill acquisition in MS3, MS4 students via competency-based assessment

References
5. Association of American Medical Colleges. Implementing curricular and institutional climate changes to improve health care for individuals who are LGBT, gender nonconforming, or born with DSD. 2014.

For more information about the eQuality Project, please scan the QR code.

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