



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



Katie F. Leslie, Ph.D.¹, Susan Sawning, M.S.S.W.², Amy Holthouser, M.D.², Stacie Steinbock, M.Ed.³, Leslee Martin, M.A.², V. Faye Jones, M.D., Ph.D., M.S.P.H.¹, M. Ann Shaw, M.D.²
 Health Sciences Center Office of Diversity and Inclusion¹, School of Medicine Undergraduate Medical Education Office², University of Louisville LGBT Center³

Introduction

Background

- Individuals who identify within the lesbian, gay, bisexual, transgender (LGBT) community have specific health care needs and face significant health disparities.¹⁻⁴
- 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.
- 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.⁵

eQuality

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 prescribing and monitoring (L, 1h)
- LGBT adolescent case, suicidality, reparative therapy harm (SG, 4h)
- Lifespan sexual development, sexuality, sexual identify 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



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)

Group	Pre- IAT	Debriefing/Unconscious Bias in the Health Professions	Intervention	Post- IAT	Debriefing/Unconscious Bias in the Health Professions
MS1 (A)	November 3, 2015	November 3, 2015 (approximately 80 students)	1 st Year Curriculum with LGBT/DSD Competencies	April 2016	
MS1 (B)			1 st Year Curriculum with LGBT/DSD Competencies	April 2016	April/May 2016 (approximately 80 students)
MS2	August 19, 2015	August 20, 2015 (approximately 160 students)	2 nd Year Curriculum with LGBT/DSD Competencies	April 2016	

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

- Obedin-Maliver J, Goldsmith ES, Stewart L, et al. Lesbian, gay, bisexual, and transgender-related content in undergraduate medical education. *JAMA*. 2011;306(9):971-977.
- Coker TR, Austin SB, Schuster MA. The health and health care of lesbian, gay, and bisexual adolescents. *Annu Rev Public Health*. 2010;31:457-477.
- US Department of Health and Human Services. Healthy People 2020. <http://www.hhs.gov>.
- Institute of Medicine. The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding. Washington, DC: National Academies Press; 2011.
- 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

