

Background

- eQuality at University of Louisville School of Medicine (ULSOM) aims to incorporate the AAMC's *Implementing Curricular and Institutional Climate Changes to Improve Health Care for Individuals Who Are LGBT, Gender Nonconforming, or Born with DSD* competencies.¹
- Transgender people experience disparities in health outcomes and discrimination in seeking care.²
- Faculty development on transgender health care is needed.³
- We facilitated a dialogue between the transgender community and faculty, staff, and medical students via a *Community Forum on Transgender Health Care*.
- The Forum's objectives were to:
 - ❖ Provide a networking opportunity for health care professionals that provide transgender care in our community.
 - ❖ Identify gaps in care experienced by transgender patients and health providers.
 - ❖ Develop consensus for next steps needed to provide excellent care for transgender patients.
- Based on emerging themes from the Forum, we created an 11-item follow-up survey, *Priorities for Transgender Health Care in Louisville*.
- This survey was sent out to local LGBT community networks and respondents were asked to select the initiatives they believed to be the top priorities to improve transgender health care.
- This research was approved by University of Louisville Institutional Review Board.

Results of Forum Notes

What is the current reality for transgender care in Louisville?

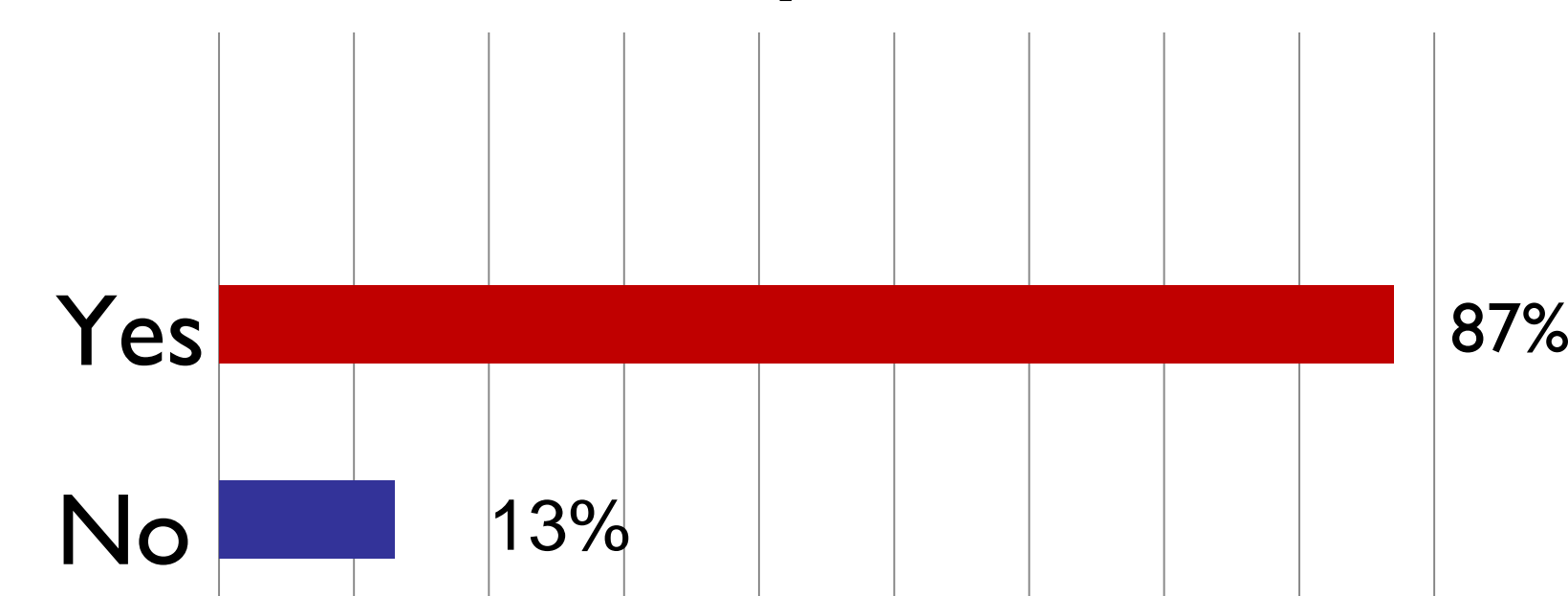
- Services are underdeveloped or non-existent
- Providers lack expertise in transgender health care
- There is no network of clinicians to support and educate one another
- Clinic and administrative systems are poor and unresponsive to transgender people's needs

What is needed to improve care for transgender people in Louisville?

- Multidisciplinary clinic designed to meet the needs of LGBT people
- Competent and confident providers
- Comprehensive education for health care students and professionals
- Robust network for referrals, information sharing, and mentoring
- Welcoming and respectful clinics, clinicians, and staff
- Insurance coverage would be comprehensive and financial barriers eased

Results of Forum Evaluation

Did this session change your knowledge and competence? N=29



Significance

Improved understanding

- Learned about the reality of health care for transgender people
- Gained insight into which interventions the community considers priorities

Faculty development

- Addressed need expressed by faculty for additional training in transgender health care

Community engagement

- Collaborated with local transgender community
- Built trust between current and future health care providers and transgender patients

Medical education

- Employed similar model in other facets of eQuality Curriculum
- Community Advisory Panel
- Patient panels on Human Sexuality and DSD
- Small group discussions between students and LGBT community members

Methods

Transgender Community Forum

Forum notes
June 2015

Forum evaluation
June 2015

Follow-up electronic survey
Fall 2015

59 participants

Coded by two independent coders using grounded theory⁴

29 participants

Likert scale responses

100 participants

Ranked priorities

Results of Follow-up Survey

Results from the follow-up survey (n=100) are reported below. Respondents were given the list of possible interventions that emerged from the community forum, and they ranked three items as the top priorities to improve transgender health care in Louisville. The percentage (and raw count) of total responses ranking a given item as a top-three priority are reported.

% of Total Responses	Response Count	Interventions to improve health care for transgender people
22.7%	68	Create a multi-disciplinary clinic designed to serve the needs of LGBT people
19.3%	58	Coordinate a network of clinicians to educate one another on transgender health care
16.3%	49	Educate medical support staff (office staff, assistants, etc.) about the needs of transgender people
13.0%	39	Work to reduce the financial barriers to health care for transgender people/Improve insurance coverage
12.0%	36	Provide continuing education opportunities on transgender health care for clinicians
8.7%	26	Modify medical forms and systems so that the lives and identities of transgender people are accurately reflected
4.7%	14	Coordinate a network of transgender people to educate and support one another
3.3%	10	Improve resources for transgender children

References

1. 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.
2. Obedin-Maliver, J, Goldsmith, ES, Stewart, L, et al. Lesbian, Gay, Bisexual, and Transgender-Related Content in Undergraduate Medical Education. *JAMA: The Journal of the American Medical Association*. 2011;306(9):971-977.
3. Tamas, RL, Miller, KH, Martin, LJ, Greenberg, RB. Addressing Patient Sexual Orientation in the Undergraduate Medical Education Curriculum. *Academic Psychiatry*. 2010;34(5):342-345.
4. Glaser, B, Strauss, A. *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine Publications. 1967.

Acknowledgements

We would like to thank Dr. Toni Ganzel, MD, MBA, Dean of ULSOM, for her support for the eQuality Project at UofL. We would also like to thank the members of the transgender community in Louisville for sharing knowledge and experience with us.