

# Teaching Gender-Diverse Healthcare: A Novel Approach Using Simulated Patient Interviewing

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## Background

- Gender-diverse (transgender and nonbinary) patients face decreased access to care and healthcare trauma due to inadequate provider education
- Medical students and residents report feeling more prepared to treat lesbian, gay, or bisexual patients than transgender patients<sup>1,2</sup>

## Objective

This study aimed to evaluate a novel method for teaching gender-diverse patient care to medical students in a simulated patient interviewing setting.

## Methods

- 2<sup>nd</sup> year medical students practiced taking health histories from transgender patients
- Students, faculty facilitators, and standardized patients (SPs) were surveyed after the case

### Student/Faculty Survey

- Open-ended response items
- Likert-type statements assessing perceived value of the exercise (from 1-5)

### SP Survey

- Subset of SPs identifying as transgender and/or allies reviewed case footage
- Evaluated student learning objectives
- Identified common microaggressions and inappropriate behaviors

## Results

### Student Feedback (n=70)

- 79% (n=55) of medical students responded to the post-case survey; 69% interviewed the SP
- 91% rated transgender/nonbinary patient care as "important" or "very important" (Fig. 2) and 98% believed the case was a plausible scenario
- Most students felt "well" or "very well-prepared" to care for gender-diverse patients after the case (Fig. 4)

### Facilitator Feedback (n=30)

- 77% (n=20) of facilitators had received training on transgender patient care prior to the case
- 92% believed that the case should be used in future interviewing courses, but 97% rated transgender/nonbinary patient care as "not at all important" or "not important" to medical school training (Fig. 2)

Figure 2. How important is it for medical students to be able to non-judgmentally take care of a patient who identifies as transgender or nonbinary?



### SP Feedback (n=30)

- SPs reported 93% of interviewers successfully obtained a gender history; 71% assessed the patient's personal goals for gender-affirming therapy
- Among microaggressions identified by SPs (Fig. 3), misgendering was the most common, especially after the interview or in discussion during "time outs"

Figure 3. Most common microaggressions committed by students (n=70)

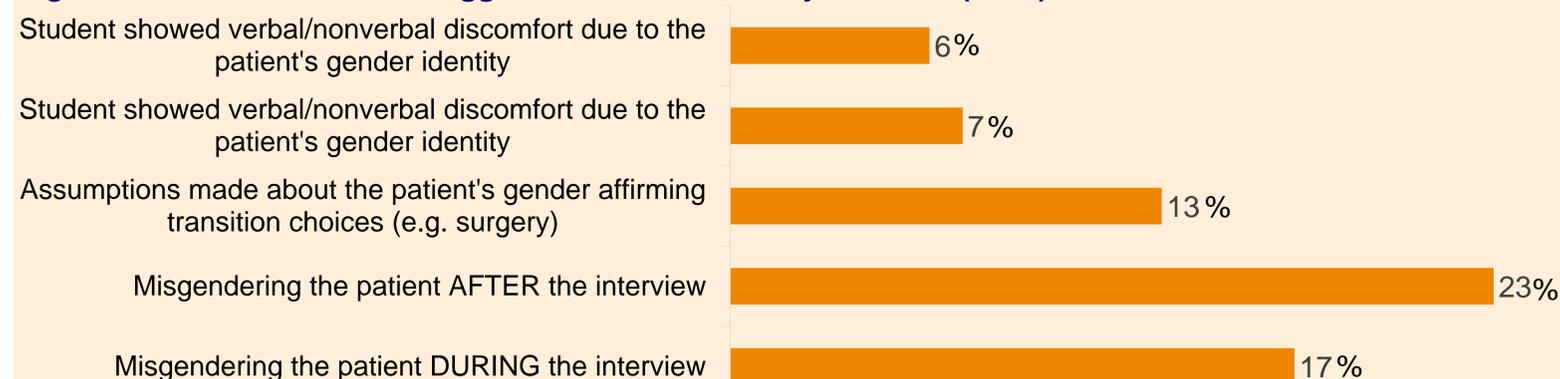
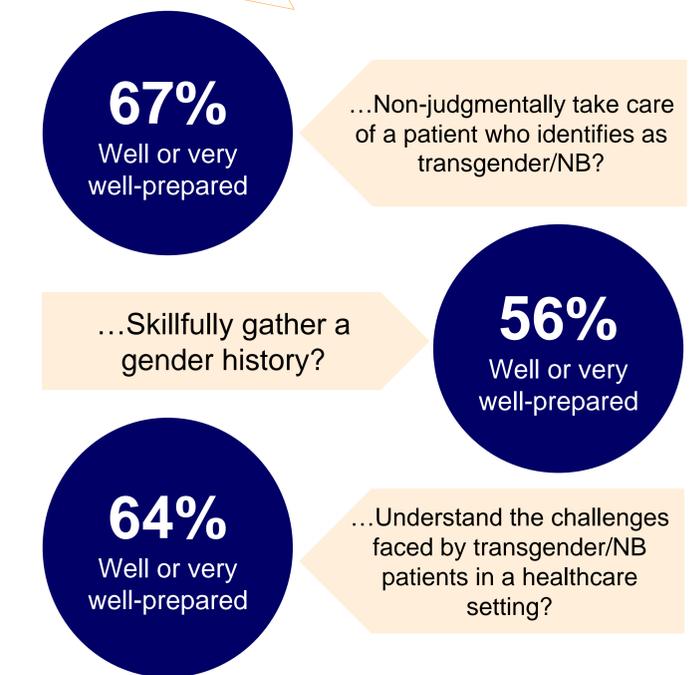


Figure 1. Student roles



Figure 4. Case effectiveness (student survey)

After this interviewing case (either as an interview or observer), how well prepared do you feel to:



## Conclusions

Students and faculty believed the case effectively prepared students to care for gender-diverse patients, but misgendering and other microaggressions reported by SPs demonstrate the need for continued innovation in teaching gender-diverse patient care.

### REFERENCES

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