

Background

1,400,000

Trans People in US



1 in 5 Refused Medical Care

50%

Had to Educate Providers

Healthy People 2020 has identified the LGBTQ+ community especially transgender individuals as a population that is currently being underserved by the medical community.¹

How can we address health disparities experienced by this community?

- ❖ Educating medical students on transgender health

- ❖ Currently no universal LGBTQ+ curriculum in medical schools
- ❖ Medical students feel incompetent and uncomfortable when treating trans patients²

Goals:

1. To evaluate the current trans health content in the pre-clinical curriculum at Sidney Kimmel Medical College
2. To develop educational recommendations to remedy any curricular gaps that are identified

Methods

Curricular Search:

1. Keyword Search of JeffMD Curriculum :

1. One45

“gender”

“LGBT”

“LGBTQ+”

“transgender”

2. Lecture Notes

2. Contact thread directors about their curriculum

Educational Recommendations:

- ❖ Use findings from a survey that was distributed to TJU students to assess their beliefs, attitudes, and knowledge regarding transgender health to determine³:

- ❖ Learner knowledge gaps
- ❖ Learner preference for additions to curriculum

- ❖ Determine key content areas from other institutions' curriculum

- ❖ Develop curricular additions

Results

Curricular Search

One45 Keyword Search

	Total	Adjusted	Lectures
Health System Sciences	22	11	7
Clinical Skills	8	4	2
Clinical Medicine	10	2	2
Other	3	1	1

3 hours in Pre-clinical Curriculum:

1. Health Systems Sciences: Gender Identity
2. Clinical Medicine: Clinical Approach to the Transgender Patient
3. Clinical Medicine: Gender Identity & Healthcare Panel

Educational Recommendations

Key survey findings:

- ❖ 73% of learners reported having prior trans education
- ❖ 86% of learners want to learn more
- ❖ Learner preference for trans specific additions to the curriculum:

1. Clinical Skills Session: Block 5 **GU Exam**

2. Patient Panel ✓ ✓

3. Pre-existing Lectures (Proposed Content Additions)

1. Pharm: Estrogens & Progestins (**HRT**)
2. CM: Infertility & sexual function (**Fertility**)
3. CM: Lower Tract GU Malignancies (**Cancer screening**)

4. Case Based Learning - Block 4 GI case: Trans Patient presenting w/abdominal pain

1. Use of an **organ inventory**

Discussion/Conclusions

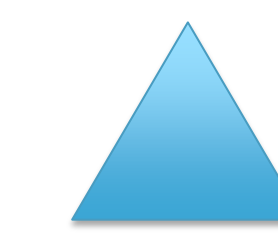
Current curriculum:

- ❖ Current trans specific lectures focus on trans experiences with healthcare systems
- ❖ There is a lack of practical clinical information and skills regarding transgender health

Ideal curriculum:

Trans Specific Lectures

Integrating Trans Content



- ❖ Educating medical students on trans health is a crucial step towards remedying the health inequities experienced by this community

- ❖ **The goal of a balanced curricular approach of (1) trans specific lectures and (2) integrating trans content into pre-existing lectures is to:**

- ❖ **Educate future providers by providing exposure to clinical tools and guidelines**
- ❖ **Normalize trans healthcare by integrating it throughout the pre-clinical curriculum**

- ❖ Limitations: Conducted on curriculum as of 2019

- ❖ Future Research:

- ❖ Evaluating the effectiveness of these proposed curricular changes
- ❖ Creating universal curriculum that can be adapted by other institutions

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References

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3. Clark, BS, J.; Chung, MD, P.; and Wolf, MD, A., "Healthcare Professional Students' Attitudes, Beliefs, and Knowledge Regarding Transgender Healthcare" (2020). *Sex and Gender Health Education Summit 2020 - Virtual Meeting*. 12. <https://jdc.jefferson.edu/sexandgenderhealth/12>