# The Integration of Transgender Health into Medical School Education

Jacob Nair BS  
Sidney Kimmel Medical College

## Background

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

## Methods

### Curricular Search:

1. **Keyword Search of JeffMD Curriculum:**
   - One45
   - 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 determine:
  - Learner knowledge gaps
  - Learner preference for additions to curriculum

- Determine key content areas from other institutions’ curriculum

- Develop curricular additions

## Results

### One45 Keyword Search

<table>
<thead>
<tr>
<th>Health System Sciences</th>
<th>Total</th>
<th>Adjusted</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22</td>
<td>11</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Skills</th>
<th>Total</th>
<th>Adjusted</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Medicine</th>
<th>Total</th>
<th>Adjusted</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th>Total</th>
<th>Adjusted</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### 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

## Acknowledgements

I would like to thank my project advisors Dr. Carlos Rodriguez and Dr. Bernard Lopez for their support in developing my ideas into this project. I would also like to thank Jessica Clark for allowing me to use her survey results to shape the recommendations.

## References

