LGBTQ+ Allies Training in Health Professions Curriculum

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Background

● In 2011, the median number of hours of LGBTQ+ training in medical schools was five, and 44 schools had zero hours of dedicated training¹.
● 56% of students at ten allopathic schools in the Northeast thought their curriculum was inadequate with respect to caring for LGBTQ+ patients².
● 51% of primary care providers thought their training was inadequate³.
● Duration, content, and delivery of training modules at U.S. medical schools are inconsistent, but these modules report positive trends regarding attitudes and knowledge⁴.
● LGBTQ+ health education is often considered optional⁵.

Purpose

Educate health professional students on:
1) Unique health needs and vulnerabilities
2) Comprehensive and non-judgmental sexual history
3) Medically appropriate, non-traumatizing responses
4) Proper terminology

Course Design

Hour 1 - Presentation:
○ LGBTQ+ community history
○ Inclusive sexual history taking
○ Different encounter types

Hour 2 - Interactive:
○ Role-playing with fellow students on sexual history taking

Research Methods

Pre- and Post- Training Surveys:
○ 201 students (n = 201)
○ Rated 1-5 → 5: Most comfortable with topics

Qualitative Data Analysis:
○ Calculated mean pre- and post-scores for each question
Survey questions categorized into the following: LGBTQ Culture, Sexual History Taking, Prior Ally Medical Training

Results

● Students’ total averaged comfort level, on each survey question, improved significantly (p < .0001)
● Average rating in each category (pre→post)
  ○ LGBTQ+ Culture: (3.113→4.113)
  ○ Sexual History Taking: (3.405→3.982)
  ○ Prior Ally Training: (2.165→3.575)

Conclusion

As a result of this multidisciplinary curriculum, medical students, physical therapy students, and occupational therapy students are more comfortable with:

● Sex, gender identity/expression, sexual orientation
● Sexual health history taking
● Historical context of disparities in LGBTQ+ patients
● How to be an “Ally” to LGBTQ+ patients
● Caring for LGBTQ+ patients

Survey Comfort Rating Scale:

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<th>Rating</th>
<th>Very Uncomfortable</th>
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<th>Neutral</th>
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Total Pre-/Post-Training Avg Comfort

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Next Steps

Internal Leadership Suggestions:
● Online modules prior → more time for practice
● Health professional school-specific information (in progress)
● Adjust survey questions: medically appropriate, non-traumatizing responses (in progress)

Student Suggestions:
● More time
● More example cases and appropriate responses
● Handout: comprehensive sexual history questions
● More feedback during practice

Acknowledgments

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● UTMB SOM META and PT/OT curriculum leadership

References