

Pilot Student-Led Gender Affirming Care Elective for First- and Second-Year Medical Students



Poster Number

Patrick Ancheta BS, Keerat Bains BA BS, Eliza Burr BA, Jamie Alan PharmD PhD
Michigan State University College of Human Medicine

2023 LGBT Health Workforce Conference

Introduction

- In 2022, it is estimated that over 1.6 million adults and youth in the U.S. identify as transgender, or 0.6% of those ages 13 and older¹
- Members of the transgender and gender diverse (TGD) population face unique health disparities including increased rates of mental illness and suicide as well as poorer overall health when compared to cisgender individuals^{2,3}
- However, there is a dearth of gender-affirming care (GAC) education in undergraduate medical curricula, and medical students report a lack of preparation in working with TGD patients^{4,5}

Aim

- In order to address the perceived lack of GAC in medical education we developed our own curriculum for GAC education via a 7-week student-run elective course for first- and second-year medical students at the Michigan State University College of Human Medicine (MSU CHM)

Course Design

- Classes were held via Zoom on Monday evenings for two hours
- Class structure consisted of a speaker for every topic supplemented with a student-led PowerPoint lecture
 - Speakers were chosen based on their specialty, background, and knowledge within the subject matter
- Class topics included:
 - Terminology, history, and current affairs
 - Intersectionality and healthcare issues pertinent to the LGBTQIA+ population
 - STIs, sexual health and trauma-informed care
 - Medical specialties and GAC
 - Gender-affirming hormone therapy and surgery
 - Fertility family planning and intersex care
 - Patient and provider Q&A panels
- D2L (MSU learning management system) was used to upload class materials as well as assess student interaction with the course
- Students interacted with course material and each other in class through a variety of platforms, including D2L, Poll Everywhere, and Microsoft Whiteboard
- Student feedback was gathered using an anonymous Google Forms survey.

Results

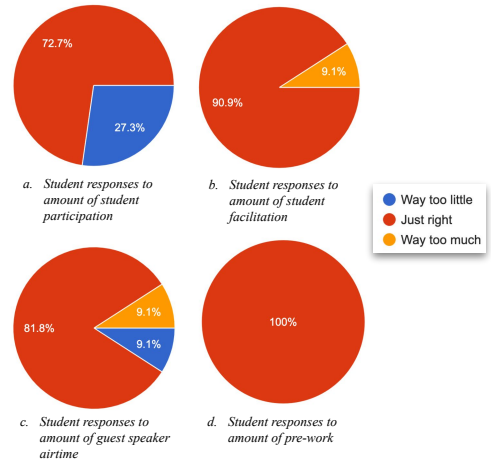
Student Interaction

- 32 first- and second-year medical students participated in the elective
- During our first five classes, at least 90.9% (29/32) students were present at each class—students were each allowed one absence
- Only 9.4% (3/32) students did not view any of the materials and 90.6% (29/32) students viewed at least one of the seven learning materials

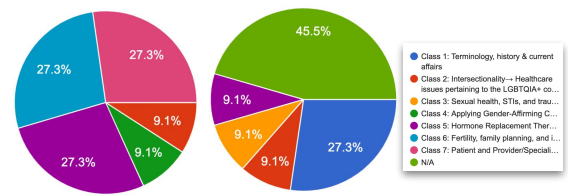
Student Feedback

- 34.4% (11/32) of students who completed the course also completed the feedback survey (Figures 1, 2)

Results- Figure 1



Results- Figure 2



Student responses to their favorite session (left) and least favorite session (right)

Conclusion

- Common themes that emerged were:
 - the popularity of the speakers and their representation within the LGBTQIA+ community
 - Course difficulty level was variable; some students thought the class was too introductory while others felt that they learned a lot, indicating differences in student baseline knowledge prior to the course

References

1. UCLA. (2022, September 27). *How many adults and youth identify as transgender in the United States?* Williams Institute. Retrieved November 29, 2022, from <https://williamsinstitute.law.ucla.edu/publications/trans-adults-united-states/>
2. Clements-Nolle K, Marx R, Guzman R, Katz M. HIV prevalence, risk behaviors, health care use, and mental health status of transgender persons: implications for public health intervention. *Am J Public Health.* 2001;91(6):915-921.
3. UCLA. (2021, October 5). *Health and health care access in the US transgender population health (transpop) survey.* Williams Institute. Retrieved November 29, 2022, from <https://williamsinstitute.law.ucla.edu/publications/health-and-health-care-transpop/>
4. Duhon SN, Nolan JT, Streed CG Jr, Greene RE, Radix AE, Morrison SD. Transgender health care: improving medical students' and residents' training and awareness. *Adv Med Educ Pract.* 2018;9:377-391. Published 2018 May 21. doi:10.2147/AMEP.S147183
5. White W, Brennan S, Paradis E, et al. Lesbian, gay, bisexual, and transgender patient care: medical students' preparedness and comfort. *Teach Learn Med* 2015;27:254-63.

Acknowledgements

We would like to thank Dr. Jamie Alan for continuously supporting us through this journey as well as all our speakers for providing their expertise.