

Insufficient education: A national survey of LGBTQ+-specific educational experiences of health professionals in training across disciplines

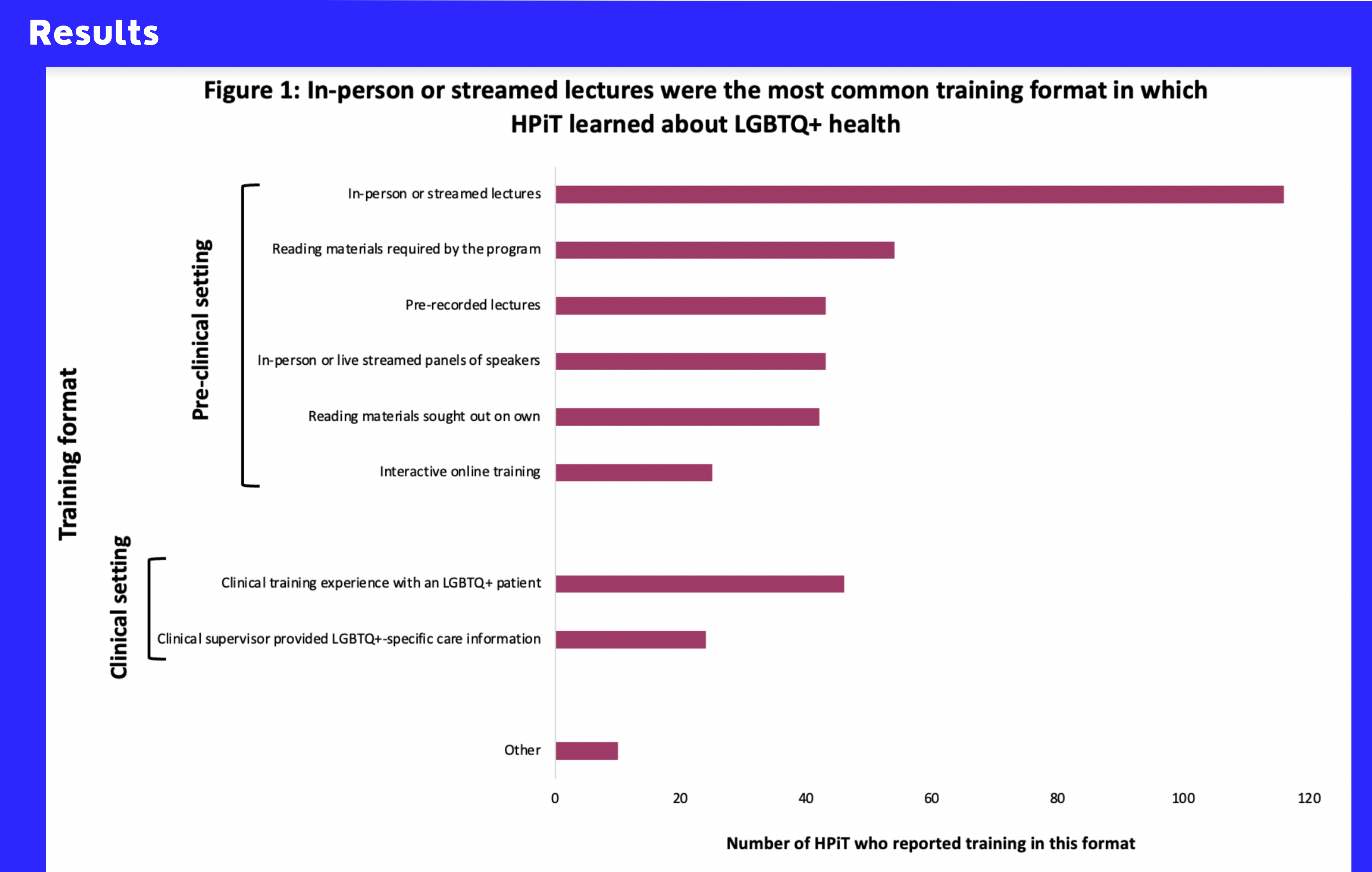
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Introduction
 Healthcare professionals often feel underprepared to treat patients who identify as lesbian, gay, bisexual, transgender, and/or queer (LGBTQ+).
 The health disparities experienced by LGBTQ+ communities are thought to be in part related to lack of access to providers who are knowledgeable about LGBTQ+ care.
 In this cross-sectional survey study, we explore the number of hours and type of training health professions trainees receive in LGBTQ+-specific education across professional disciplines.

Methodology
 We surveyed health professionals in training (HPiT), including medical, nursing, psychology, physician assistant, and other trainees across the United States (N=155) on their training programs' LGBTQ+-specific curricula and educational opportunities.
 Ordered logistic regression analysis assessed the relationship between the number of hours of LGBTQ+-specific education and other discipline, organization, and individual factors.



Results (continued)

Reported hours of LGBTQ+ education do not differ significantly by health professional discipline after controlling for LGBTQ+ identity, year in program, region, and race.

Reported hours of LGBTQ+-specific education received thus far was associated with the respondent's year in their training program and respondent's LGBTQ+ identity.

Table 1: Demographics by discipline

Variables	Full Sample (N=155)		MD/DO (N=53)		Nursing (N=21)		Psychology and mental health (N=28)		Physician Assistant (N=32)		Other (N=21)	
	M or %	(SD)	M or %	(SD)	M or %	(SD)	M or %	(SD)	M or %	(SD)	M or %	(SD)
Gender												
Cisgender man	17%		25%		5%		7%		22%		19%	
Cisgender woman	64%		58%		76%		50%		72%		71%	
Transgender ¹	19%		17%		19%		43%		6%		10%	
Sexuality												
Straight	42%		25%		57%		36%		66%		43%	
Gay or lesbian	10%		11%		10%		0%		9%		19%	
Bisexual	19%		26%		14%		14%		22%		10%	
Pansexual	2%		0%		5%		7%		0%		0%	
Asexual	7%		11%		0%		7%		0%		14%	
Queer or another sexuality	20%		26%		14%		36%		3%		14%	
Hours	4.75	3.04	5.12	3.38	4.17	3.28	5.30	3.54	6.63	1.98	3.88	2.47

Table 2: Linear regression models. Outcome: reported hours of education or training that included LGBTQ+ people or issues

Variables	Model 1 F=1.06		Model 2 F=3.01		Model 3 F=1.98	
	R-squared = 0.03		R-squared = 0.11		R-squared = 0.14	
	Coeff.	(SE)	Coeff.	(SE)	Coeff.	(SE)
Discipline						
MD/DO [Ref.]	-	-	-	-	-	-
Nursing	-0.96	0.78	-1.32	0.82	-1.38	0.88
Psychology and mental health	0.18	0.71	-0.09	0.70	0.02	0.73
Physician Assistant	-0.50	0.68	-0.75	0.70	-0.69	0.74
Other	-1.24	0.78	-1.44	0.77	-0.75	0.88
LGBTQ+ identity			-1.41**	0.51	-1.43**	0.52
Year in program			0.51*	0.23	0.58*	0.24
Region						
Midwest [Ref.]					-	-
Northeast					-1.35	0.89
Southeast					-0.71	0.83
West					0.08	0.73
Southwest					0.07	2.17
Race						
White or Asian American [Ref.]					-	-
Racial identity that is under-represented in medicine (URIM)					0.72	0.64

N=155 Model 1
 N=152 Model 2
 N=150 Model 3
 *, **, *** denote significance at the P<0.05, P<0.01, and P<0.001, respectively.

Results

Conclusion
 This survey is the first to our knowledge that evaluated LGBTQ+-specific education across disciplines, with notable representation from medical, nursing, psychology/mental health, and physician assistant students. This study was also developed, fielded, and analyzed by a team of HPiT representing a diversity of programs and disciplines.
 These results indicate an overall lack of progress in LGBTQ+ healthcare education, despite expert recommendations calling for at least 10 hours of required curriculum for proficiency for medical students (Nowaskie & Patel, 2020).
 Pregnall et al. (2021) note that didactic hours are an important part of LGBTQ+-specific medical training, but are not sufficient by themselves, and clinical exposure and practice with LGBTQ+ patients is also crucial.
 We call on the regulatory bodies of health professions training programs to institute mandatory minimums in terms of didactic hours and patient exposure for healthcare trainees, in order to improve the care experiences and overall health of LGBTQ+ patients.
 This project was conducted by members of the GLMA: Health Professionals Advancing LGBTQ+ Equality HPiT Curriculum Reform Committee.