

Incorporating literature around LGBTQ+ patient care education into student-led extracurricular medical education

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BACKGROUND

Physicians need to be trained to advocate for and deliver comprehensive healthcare for gay and transgender individuals (LGBTQ+), especially given

- Increasing legislation across US limiting healthcare for LGBTQ+ individuals¹
- Poorer health outcomes for LGBTQ+ patients than those of cisgender and heterosexual patients²

However, gaps in medical training around LGBTQ+ patients are well-documented³

- Attempts to add LGBTQ+ training in medical education are primarily 'one-time attitude and awareness-based' interventions vs. skill-based training³

Objectives:

- To examine existing interventions in medical education for LGBTQ+ patient care
- To develop and implement student-led modules in key areas of LGBTQ+ healthcare at an osteopathic medical school

METHODS

- Reviewed US-based studies from 2014-2024 on LGBTQ+ patient care and medical education via PubMed, JAMA, and Medline.
- Identified four initial educational areas for modules:
 - (1) clinical history-taking
 - (2) gender-affirming care
 - (3) preventative care
 - (4) obstetrical care
- Student representatives from student government, diversity committee, and LGBTQ+ organization developed and piloted two modules: **History-Taking** and **Hormone Replacement Therapy (HRT)** for gender-affirming care

OUTCOMES

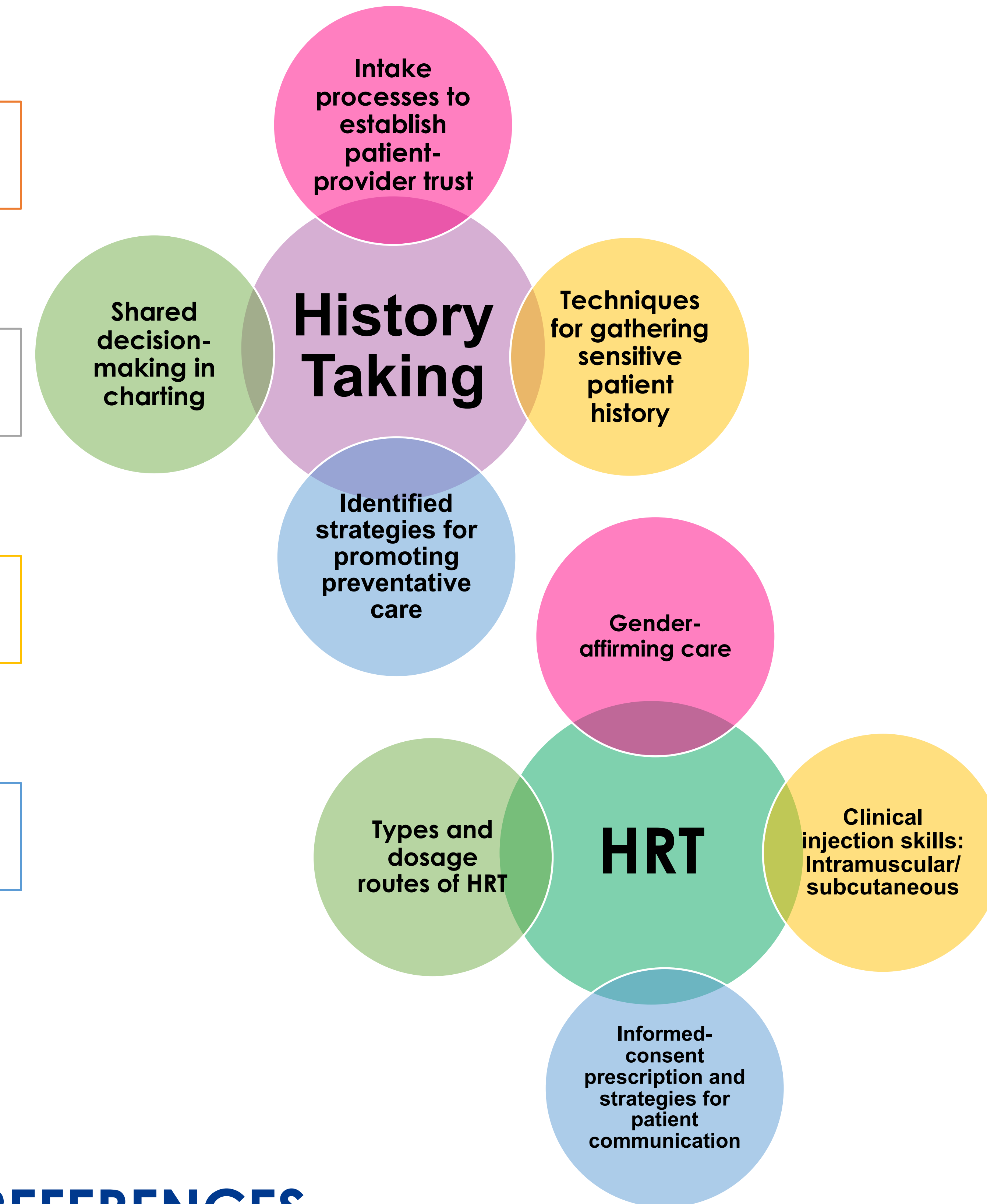
Medical students often report low confidence in providing healthcare to LGBTQ+ patients⁴.

There remains inconsistency in the extent of LGBTQ+ patient education across medical schools⁵.

AAMC and AACOM have published competencies for LGBTQ+ patient care for medical school curriculums⁶.

Training efforts have improved awareness of LGBTQ+ terminology but haven't significantly boosted student confidence in practical skills like HIV prophylaxis (PrEP) or gender-affirming care⁷.

PEER-LED MODULES



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DISCUSSION

Goal: Address gaps in medical education around LGBTQ+ patient care, we developed a series of interactive modules to complement our pre-clinical medical curriculum.

These modules aim to train medical students on how to navigate the specific health needs of LGBTQ+ patients effectively

Though we had a limited pilot sample size, our collaborative and iterative approach, prioritizing integration with clinical skills, as opposed to awareness-based education, provides a model of student-led medical education that can be responsive to local context and applied to other patient populations

TouroCOM Montana students participating in injection clinic alongside HRT module



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