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Implementing LGBTQ curricular change: A trainee-driven, interdisciplinary approach

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Challenges

- ▶ Lesbian, gay, bisexual, transgender, and queer (LGBTQ) people continue to face myriad health disparities
- ▶ Most US medical schools do not adequately address LGBTQ issues in their curriculum
- ▶ The Association of American Medical Colleges (AAMC) released comprehensive guidelines in 2014 regarding implementing institutional change to address these issues
- ▶ Stakeholders within each school are responsible for making these changes

Objectives

- ▶ Understand the approach our institution has taken to create meaningful curricular change
- ▶ Discuss the educational benefits of involving trainees in LGBTQ curriculum development efforts
- ▶ Engage with a trainee from our institution to discuss first-hand experience

HELP IMPROVE HEALTH OUTCOMES FOR LGBTQ PEOPLE!

The UNM LGBTQ Students and Allies in Healthcare is made up of students from all HSC programs. Our goal is to make healthcare work for all people, regardless of sexual orientation or gender identity!

Current ventures:

- ▶ Curriculum renewal and assessment projects
- ▶ Undergraduate and pre-health mentorship
- ▶ High school health and career outreach
- ▶ Interprofessional education
- ▶ HSC LGBTQ and ally student matters
- ▶ Monthly meetings (with free lunch)

Get in touch to get involved!
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UNM LGBTQ Students and Allies in Healthcare

- ▶ Outreach at all health science program orientations
- ▶ Messaging over email lists
- ▶ Recruitment posters
- ▶ Direct face-to-face recruitment

- ▶ Modified existing curriculum to increase LGBTQ visibility
- ▶ Courses modified to date include: Doctoring, Transitions, and Family Medicine clerkship
- ▶ In progress: Neuroscience, Reproduction, and Clinical Reasoning
- ▶ Amenable to cramped UME schedule & reduces pushback

Benefits to Trainees

- Knowledge for Practice**
 - Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices
 - ▶ Trainees work with course directors to deploy AAMC recommendation-based curricula
- Practice-Based Learning and Improvement**
 - Participate in the education of patients, families, students, trainees, peers, and other health professionals
 - ▶ Curriculum development, modification, and implementation
 - Continually identify, analyze, and implement new knowledge, guidelines, [etc.] that improve outcomes
 - ▶ Refer to and adapt from AAMC guidelines to improve and create curricula
- Interprofessional Collaboration**
 - Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide care that is safe, timely, efficient, effective, and equitable
 - ▶ Learners utilize input from students and faculty of multiple disciplines to inform the development process
- Systems-Based Practice**
 - Participate in identifying system errors and implementing potential systems solutions
 - ▶ Cataloging deficits in existing medical curriculum
 - Advocate for quality patient care and optimal patient care systems
 - ▶ Presentation of new curricula to university curriculum committee and at conferences and in journals



Members of the UNM LGBTQ Students and Allies in Healthcare preparing to march at Albuquerque Pride, June 2016

We assessed students' baseline knowledge and attitudes regarding the LGBTQ community and then followed a cohort through the curriculum with the same assessment

Survey: LGBTQ Issues in Medicine

Results of a survey of 100 UNM Health Sciences Center students regarding their knowledge of LGBTQ issues in medicine.

Demographic Information:

This section is designed to assess your knowledge of the survey questions. Please answer these questions as accurately as possible.

1. Which of the following best describes your sexual orientation?

Heterosexual Gay Lesbian Bisexual Transgender Other

2. As a healthcare provider, how often do you discuss LGBTQ issues with your patients?

Never Rarely Sometimes Often Always

3. How often do you receive training on LGBTQ issues in your medical education?

Never Rarely Sometimes Often Always

4. How often do you receive training on LGBTQ issues in your clinical practice?

Never Rarely Sometimes Often Always

5. How often do you receive training on LGBTQ issues in your research?

Never Rarely Sometimes Often Always

6. How often do you receive training on LGBTQ issues in your community service?

Never Rarely Sometimes Often Always

7. How often do you receive training on LGBTQ issues in your professional development?

Never Rarely Sometimes Often Always

8. How often do you receive training on LGBTQ issues in your personal life?

Never Rarely Sometimes Often Always

Conclusions

- ▶ When change is needed in health education curricula, building a coalition of interested parties is a key first step
- ▶ Trainee leadership spurs innovation and creates opportunities for learners to develop critical leadership skills not otherwise presented in medical education
- ▶ Finally, by involving all health disciplines, change can be made at multiple levels and a lasting campus-wide collaborative can be established