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An Interprofessional Case-Based Activity on Transgender Health Care: A Multi-Program Student-Faculty Collaboration to Promote Interprofessional Education for Addressing Gender Minority Health Disparities

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An Interprofessional Case-Based Activity on Transgender Health Care: A Multi-Program Student-Faculty Collaboration to Promote Interprofessional Education (IPE) for Addressing Gender Minority Health Disparities

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Introduction

- Gender minority (GM) communities have unique and unmet health needs that many healthcare providers do not receive adequate training to address
- The World Professional Association for Transgender Health recommends a team-based approach to providing gender affirming care (GAC)
- Interprofessional collaboration during training prepares health professionals for team-based approaches to care in clinical practice
- A team of 5 students led the development of this activity with support from 5 faculty with representation from the UNM School of Medicine, College of Pharmacy, and College of Nursing

Methods/Description of Activity

Prior to session:

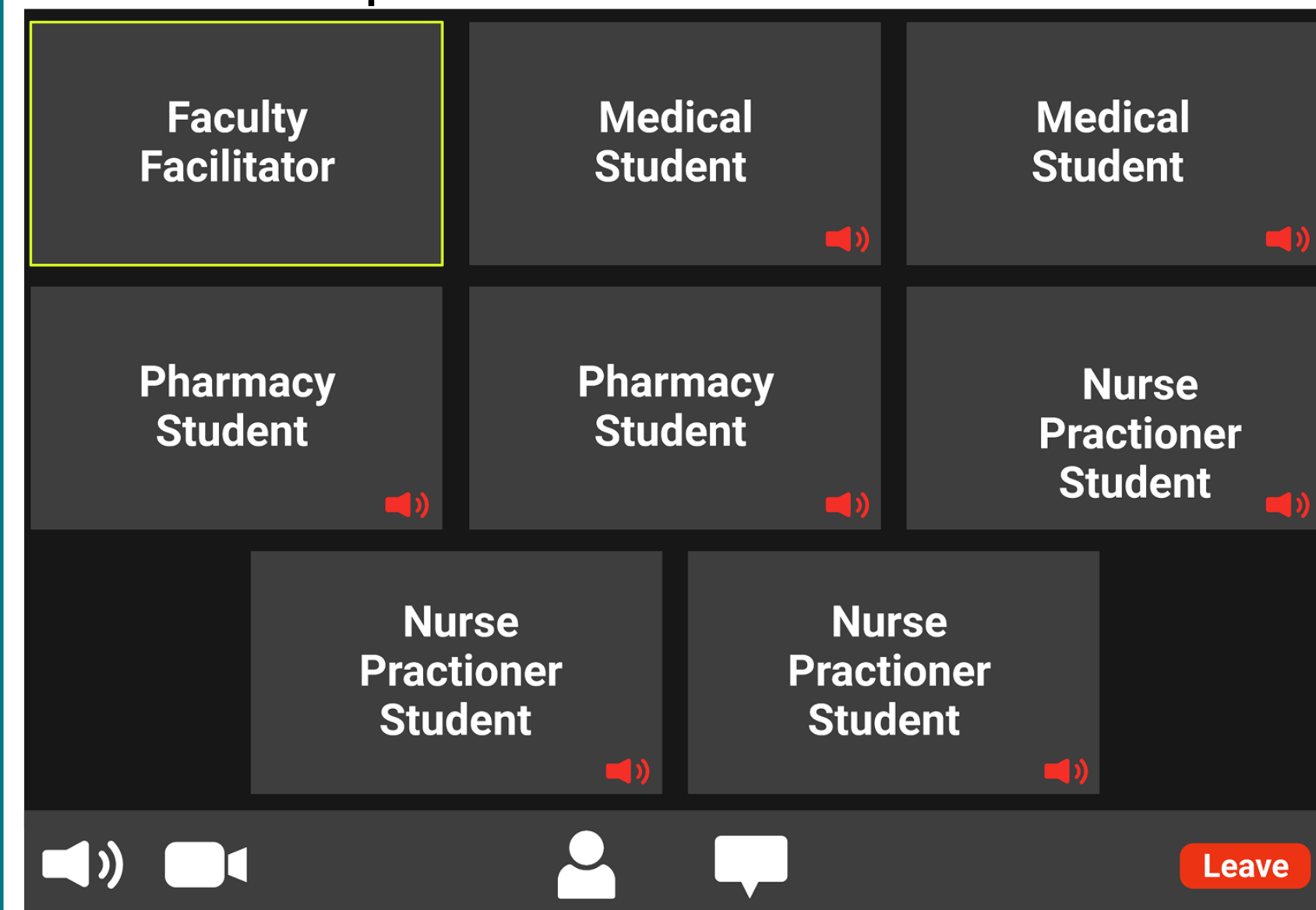
- 1 hour training for faculty facilitators
- Pre-reading for students

During session:

- Large group introduction to GAC and basic principles over Zoom
- Small, interprofessional group case-based discussion in breakout rooms
- Large group debrief with panel of experts

After session:

- Participants filled out surveys
- 1 hour Optional session for students interested in advanced cases



Survey Instruments

- Interprofessional Collaborative Competencies Attainment Survey
- Objective-based Curriculum Evaluation Survey

To read more about the educational activity or the survey data scan the QR code



Curriculum Evaluation Results

Summary of responses to Interprofessional Collaborative Competencies Attainment Survey

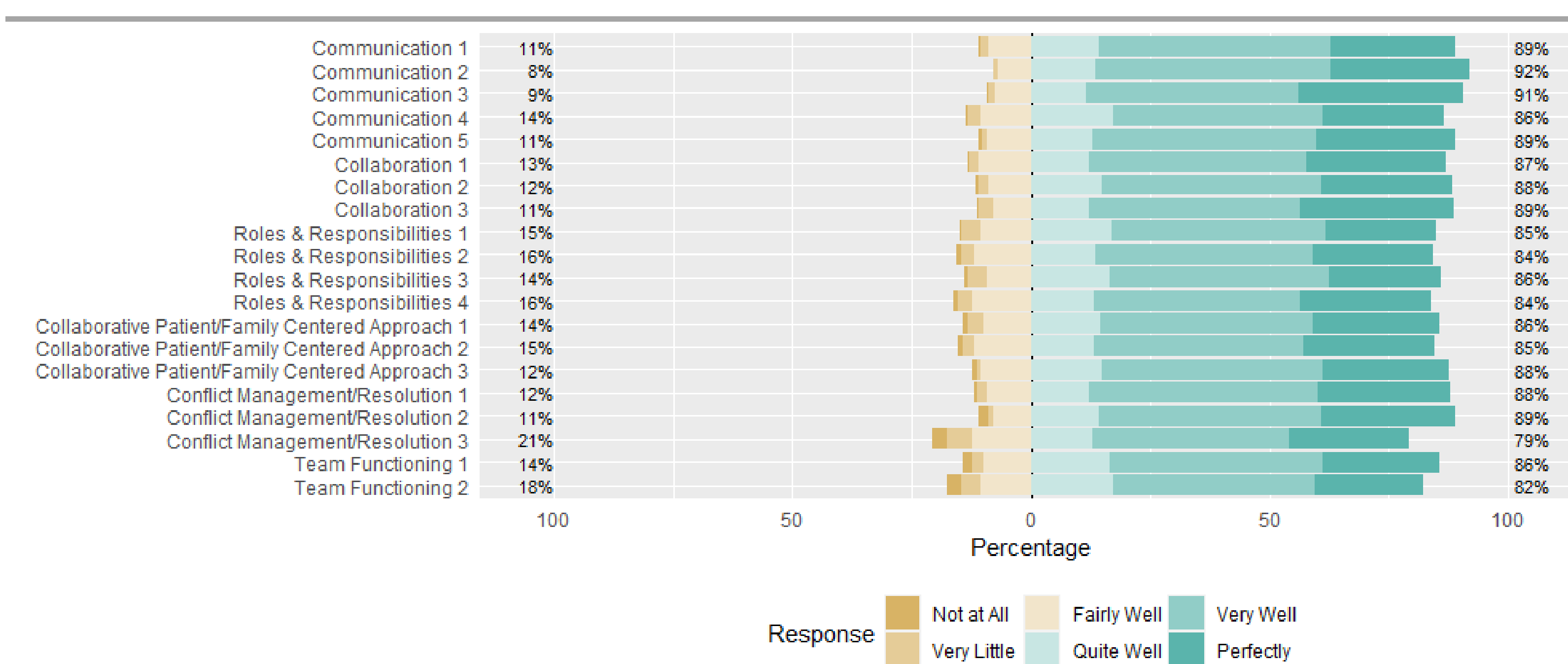


Figure 1: Stacked bar plot of Likert responses for all 20 survey items. Survey questions included general statements of interprofessional collaborative competencies to which respondents indicated how well the activity met that competency. Survey items are grouped based on the ICCAS competency domain that was being assessed.

Summary of responses to paired survey questions from Objective-based Curriculum Evaluation Survey

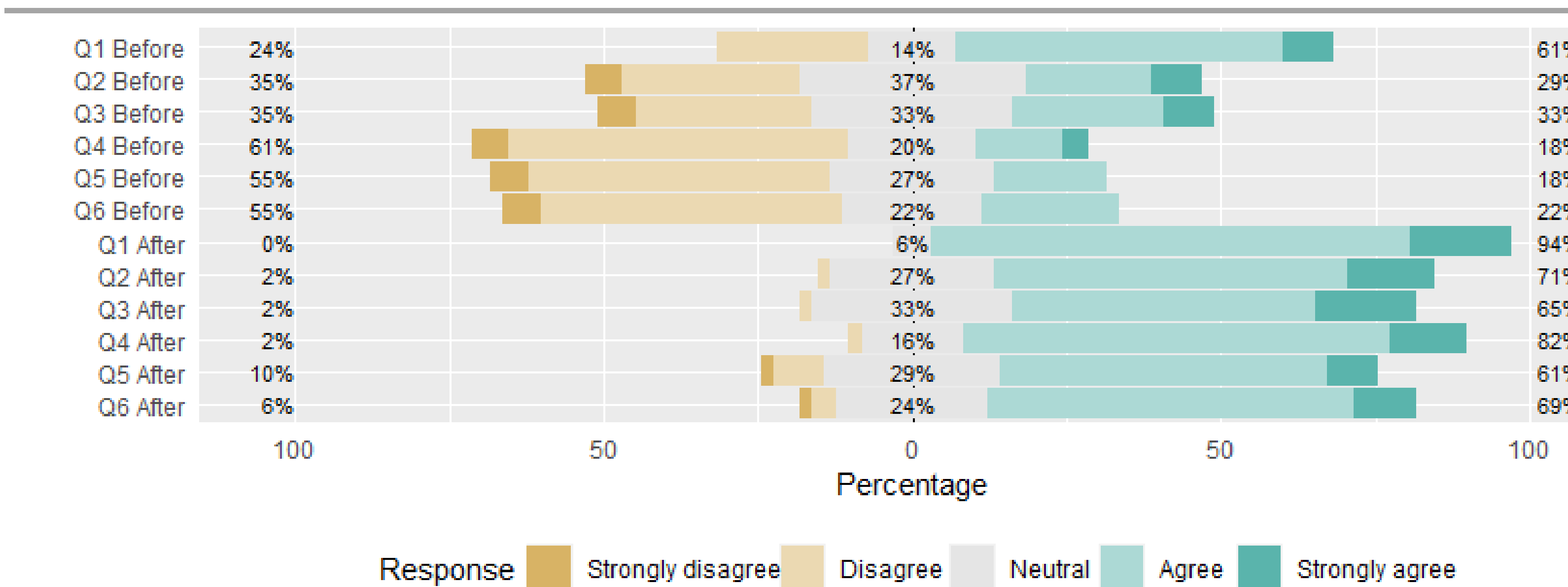


Figure 2: Stacked bar plot of Likert responses for all 12 survey items. Survey questions included general statements to which respondents indicated how strongly they agreed or disagreed. The H₀ was $\mu_{\text{Before}} - \mu_{\text{After}} = 0$. The H_A was $\mu_{\text{Before}} - \mu_{\text{After}} \neq 0$. P-values were significant at $\alpha=0.0001$ for all paired Before-After survey questions using two-sided Wilcoxon signed rank test for paired samples.

Survey Question	n	Median [IQR] Before	Median [IQR] After	Estimated Difference	95% Confidence Interval	p-value
Question1	210	4 [3,4]	4 [4,5]	1	1.000030 - 1.499992	2.2e-16****
Question2	210	3 [2,4]	4 [4,4]	1.5	1.000003 - 1.499965	2.2e-16****
Question3	210	3 [2,4]	4 [4,4]	1.5	1.499993 - 1.500018	2.2e-16****
Question4	210	2 [2,3]	4 [4,4]	2	1.500003 - 1.999922	2.2e-16****
Question5	210	2 [2,3]	4 [3,4]	2	1.500027 - 1.999941	2.2e-16****
Question6	210	2 [2,3]	4 [4,4]	1.5	1.500021 - 1.999966	2.2e-16****

Table 1: Summary of descriptive statistics and inferential statistics from two-sided Wilcoxon signed rank test for paired samples. Likert scale ratings are presented as median and interquartile range (1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree). ****significance at $\alpha=0.0001$.

Conclusions

Interprofessional case-based activities on transgender healthcare promote cross-disciplinary collaboration for patient-centered team-based care while increasing student knowledge and confidence in their ability to provide gender affirming care to gender minority individuals.

Ongoing Challenges

Variability in Background Knowledge

- Additional content regarding gender minority patients and gender affirming care needs to be incorporated to the pharmacy and nursing curriculum

Evolving Standards of Practices and Legislation

- Ensuring that information and recommendations provided in the activity remain up to date and compatible with local laws

Accommodating Differing Perspectives and Addressing Misinformation

- Ensuring that students feel safe to explore new perspectives without feeling like their values are being attacked
- Addressing common misinformation regarding GAC

