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Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Healthcare in Undergraduate Medical Education: Assessment and Focused Intervention for Medical Students Transitioning to the Wards

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Challenges
- The LGBTQ community continues to be underserved, despite recent progress.
- Most medical schools are unable to adequately address LGBTQ cultural and healthcare-related issues.
- Recent Association of American Medical Colleges (AAMC) guidance calls for significant expansion of competencies related to LGBTQ patients.

Objectives
- Understand the educational needs and attitudes of UNM medical students transitioning from basic sciences to the clinical years with respect to the LGBTQ community.
- Provide a case-based introduction to the LGBTQ community and its specific healthcare needs.

Intervention
- Medical students were given an assessment in a large-group setting during the “Transitions” block designed to assess attitudes and knowledge based on the AAMC competencies.
- A case-based socratic “Introduction to LGBTQ Patients” followed the assessment.

Sample Assessment Questions
Which of the following is not a term used to describe sexual orientation?

a. Pansexual (n=14, 17.7%)
b. Gay (0, 0%)
c. Transgender (44, 55.7%)
d. Asexual (4, 5.1%)
e. Lesbian (1, 1.3%)

AAMC Competency Domain: Knowledge for Practice
Competency 1: Defining and describing the differences among sex and gender, gender expression and gender identity, gender disparity, gender nonconformity, and gender dysphoria, and sexual orientation, sexual identity, and sexual behavior.

A 34-year-old man presents to primary care clinic to reestablish care. You recall from your previous encounters that he is gay and has been on pre-exposure prophylaxis (PrEP) with emtricitabine-tenofovir (Truvada) to reduce the risk of HIV infection. He indicates that he has had 2-3 sexual partners since he saw you last 6 months ago and has not used condoms. He has engaged in oral, penetrative and receptive anal sex. He requests STI testing. Which of the following is not a term used to describe sexual orientation?

a. Urine STI testing (3, 3.8%)
b. Intimate partner violence screening (24, 30.4%)
c. Complete social and sexual history (7, 8.9%)
d. HIV testing (5, 6.3%)
e. Digital rectal screening for anal cancer (35, 44.3%)

AAMC Competency Domain: Knowledge for Practice
Competency 4: Assessing unique needs and tailoring the physical exam and counseling and treatment recommendations to LGBTQ people.

My knowledge of the sexual health and practices of women who have sex with women (WSW) and men who have sex with men (MSM) is sufficient to attend to LGBTQ patients.

Not true at all 2 3 4 5 6 7 Totally true

Knowledge for Practice
Average performance = 67%
- No significant variation by age group
- No significant variation by LGBTQ status

Patient Care
Average performance = 69%
- No significant variation by age group
- Female students scored non-significantly better (66.4 v. 71.3, p=0.080)

Terminology
Average performance = 59%
- No significant variation by age group
- No significant variation by LGBTQ status

Conclusions
- Students at our institution do not meet the new AAMC competencies at baseline.
- Our students are not confident in their LGBTQ cultural and clinical skills, but feel these skills are important to deliver high-quality care.
- Medical schools should develop curricula to address AAMC LGBTQ competencies.