



# Critical Content – A Novel Graduate Medical Education Intervention to Address Gender & Sexual Minority (GSM) / Differences in Sexual Development (DSD) Health

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## Introduction & Background

- Following directives from the Institute of Medicine<sup>1</sup> and AAFP<sup>2</sup>, we aimed to create an intervention for Family and Internal Medicine Residents to gain familiarity with gender and sexual minority (GSM) / differences in sexual development (DSD) health topics.
- Existing literature regarding GSM/DSD health training interventions does not provide topic-based recommendations for instructing medical trainees within their chosen specialty.<sup>3-4</sup>
- We aim to assess curricular content, applicability to medical practice, and subsequent attitudes and beliefs from trainees regarding readiness to interact with and treat GSM/DSD patients.

## Methods & Framework

- Internal Medicine (IM) and Family Medicine (FM) residents will participate in a three (3) hour workshop focusing on GSM/DSD health topics.
- Workshop content is curated based upon an assessment of current gaps in GSM/DSD education and professional development.
- Learning objectives for trainees were identified, and accompanying constructs were developed for later assessment of integration into professional practice.
- A semi-structured protocol was also developed to collect qualitative reflections on the curriculum, as well as personal attitudes / beliefs regarding treatment of GSM/DSD patients.
- The assessment of the initial intervention was delayed due to COVID-19; this poster showcases the designed curriculum and its prospective assessment features.

## Intervention Content & Learning Outcomes

**Table 1: Intervention Curricular Outline & Learning Outcomes**

Topic of Instruction	Specific Content Covered	Time Allotted	Accompanying Learning Outcomes
Population Background & LGBTQ+ Cultural Context	<ul style="list-style-type: none"> <li>• LGBTQ+ cultural context, and terminology related to sex &amp; gender</li> <li>• Health equity framework for understanding health disparities</li> </ul>	1 Hour	<ul style="list-style-type: none"> <li>• Participants will be able to <u>integrate</u> sex and gender terminology into patient interviews.</li> <li>• Participants will be able to <u>value</u> health disparities risks faced by LGBTQ+ patients in the healthcare setting.</li> </ul>
Obtaining an Inclusive Social & Sexual History from Patients	<ul style="list-style-type: none"> <li>• Obtaining a comprehensive social and sexual history</li> <li>• Patient rapport building and (patient interviewing techniques)</li> <li>• Sexual Actions vs. Sexual Identity</li> </ul>	30 Minutes	<ul style="list-style-type: none"> <li>• Participants will be able to <u>apply</u> interview techniques of comprehensive social and sexual history to LGBTQ+ patients.</li> <li>• Participants will be able to <u>adapt</u> interview techniques of comprehensive social and sexual history to non-LGBTQ+ patients.</li> </ul>
Gender-Inclusive Sexual Health	<ul style="list-style-type: none"> <li>• PrEP (Pre-Exposure Prophylaxis) &amp; PEP (Post-Exposure Prophylaxis)</li> <li>• STI Screenings</li> <li>• Introduction to Anal Health</li> <li>• Preventive Healthcare</li> </ul>	30 Minutes	<ul style="list-style-type: none"> <li>• Participants will be able to <u>integrate</u> prescribing PrEP and PEP into their current medical practice.</li> <li>• Participants will be able to <u>demonstrate</u> comprehensive, site-specific STI screening.</li> <li>• Participants will be able to <u>define</u> preventive healthcare needs related to sexual / anal health.</li> </ul>
Transgender & Gender-Diverse Health	<ul style="list-style-type: none"> <li>• Understanding and discussing medical and non-medical transition</li> <li>• Introduction to Gender-Affirming Hormone Therapy (GAHT)</li> <li>• Preventive Healthcare Specific to Trans &amp; Gender-Diverse Individuals</li> </ul>	1 Hour	<ul style="list-style-type: none"> <li>• Participants will be able to <u>define</u> medical and non-medical transition.</li> <li>• Participants will be able to <u>describe</u> considerations for prescribing GAHT.</li> <li>• Participants will be able to <u>define</u> preventive healthcare needs related to trans and gender-diverse patients.</li> </ul>

## References

- <sup>1</sup> Institute of Medicine. (2011). The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding. In *Health Policy and Management Faculty Publications*. [https://hsr.himmelfarb.gwu.edu/sphhs\\_policy\\_facpubs/548](https://hsr.himmelfarb.gwu.edu/sphhs_policy_facpubs/548)
- <sup>2</sup> American Academy of Family Physicians. (2013). *Recommended Curriculum Guidelines for Family Medicine Residents - Lesbian, Gay, Bisexual, Transgender Health*. [https://www.aafp.org/dam/AAFP/documents/medical\\_education\\_residency/program\\_directors/Reprint289D\\_LGBT.pdf](https://www.aafp.org/dam/AAFP/documents/medical_education_residency/program_directors/Reprint289D_LGBT.pdf)
- <sup>3</sup> Liang, J. J., Gardner, I. H., Walker, J. A., & Safer, J. D. (2017). Observed deficiencies in medical student knowledge of transgender and intersex health. *Endocrine Practice*, 23(8), 897–906. <https://doi.org/10.4158/EP171758.0R>
- <sup>4</sup> Sawning, S., Steinbock, S., Croley, R., Combs, R., Shaw, A., & Ganzel, T. (2017). A first step in addressing medical education curriculum gaps in lesbian-, gay-, bisexual-, and transgender-related content: The University of Louisville lesbian, gay, bisexual, and transgender health certificate program. *Education for Health: Change in Learning and Practice*, 30(2), 108–114. [https://doi.org/10.4103/efh.Efh\\_78\\_16](https://doi.org/10.4103/efh.Efh_78_16)

## Implementation of Intervention & Assessing Learning

- COVID-19 posed unforeseen challenges, which barred us from assessing this intervention along its originally intended timeline. We intend to implement the invention in its entirety for the Fall 2020 cohort.
- We encourage others seeking to adopt this curriculum to utilize innovative assessment opportunities such as simulated patients or role plays to assess trainee progress toward learning outcomes.
- Pre and post-assessment metrics will be collected from all trainees during the intervention's Fall 2020 delivery. Semi-structured focus groups will also be conducted
- We will use analyses to inform further program development, content inclusion, and supplementary learning experiences to accompany the didactic curriculum.
- This module serves as a “starting point” for trainees’ continued education on GSM / DSD health topics. We recognize the need for continued expansion of content on marginalized LGBTQ+ communities.

