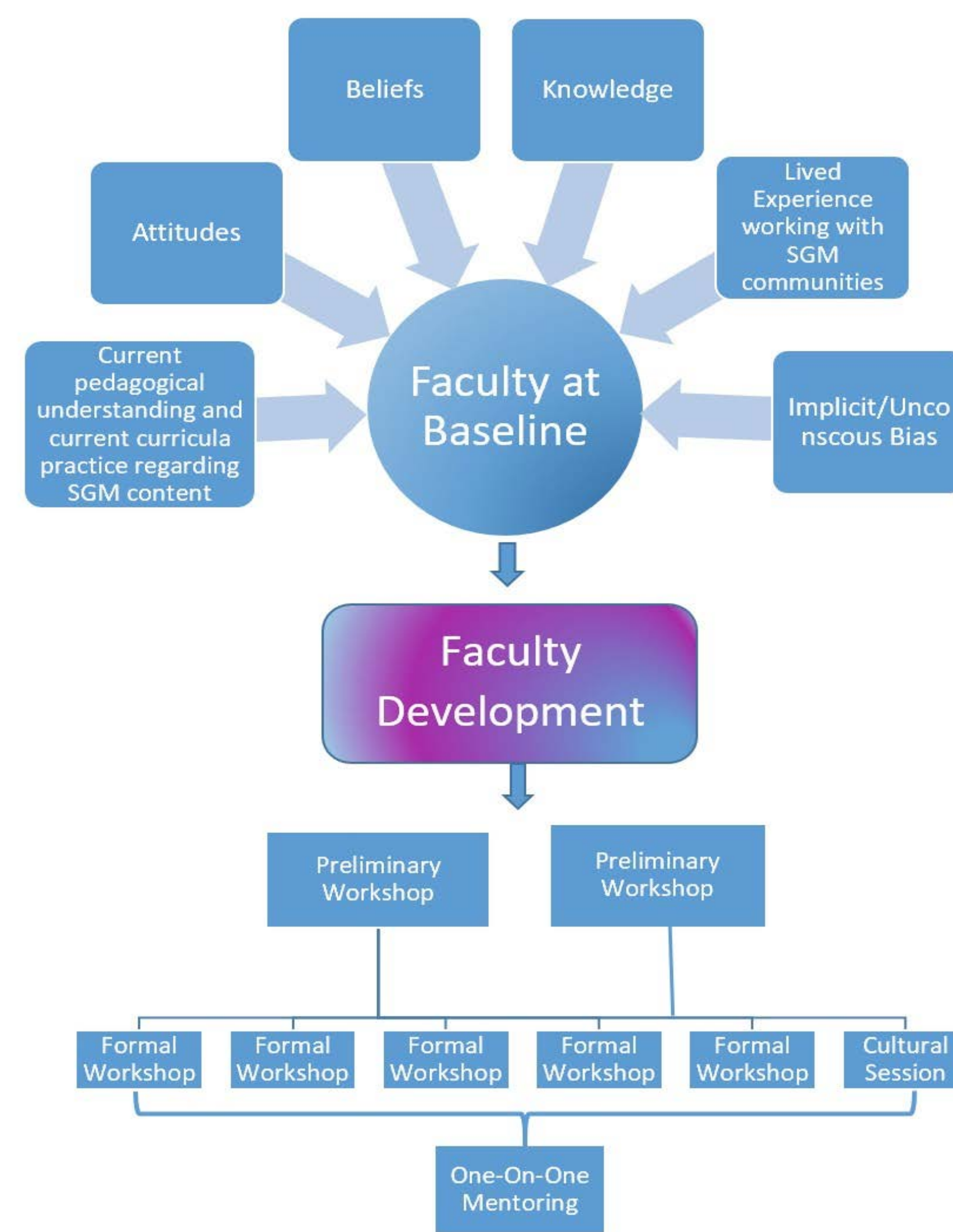


Background

- The LGBTQ+ community experiences health disparities due to barriers to care, negative attitudes, and lack of awareness by healthcare providers^{1,2}
- Studies have found healthcare professionals are not adequately trained in LGBTQ+ care^{3,4,5,6}
- Consistently having inclusive coursework and faculty development for this content area can increase culturally competent care of patients that identify as LGBTQ+⁷



Objectives

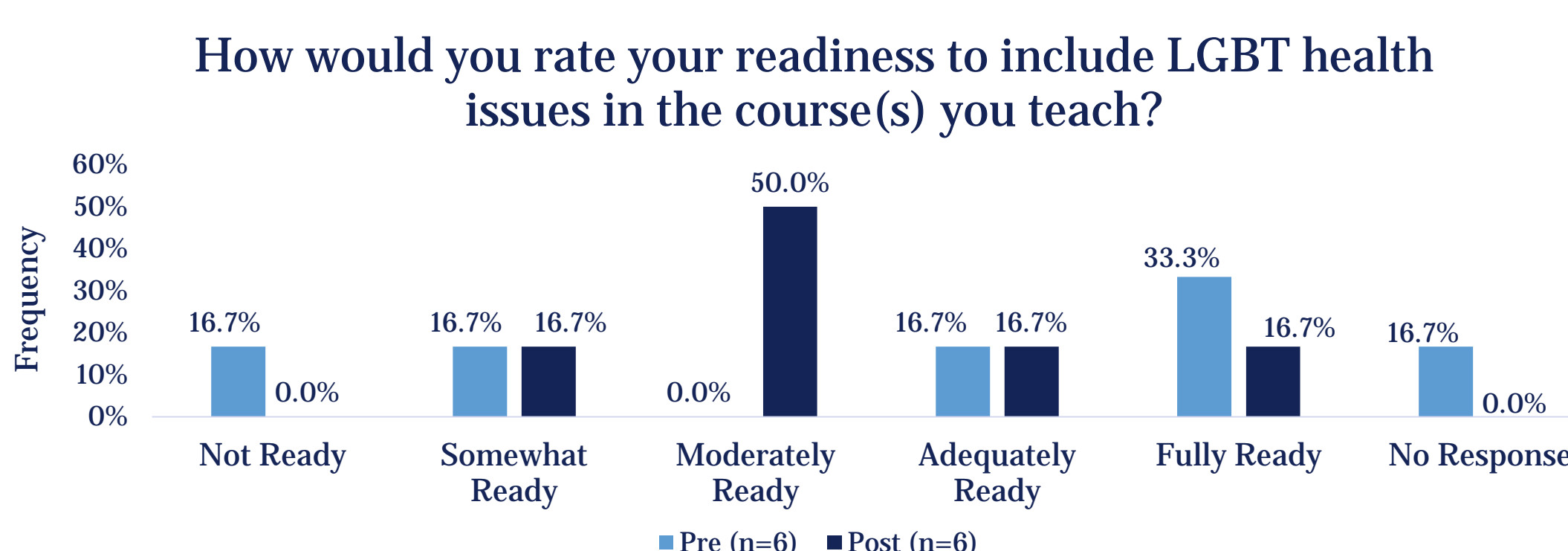
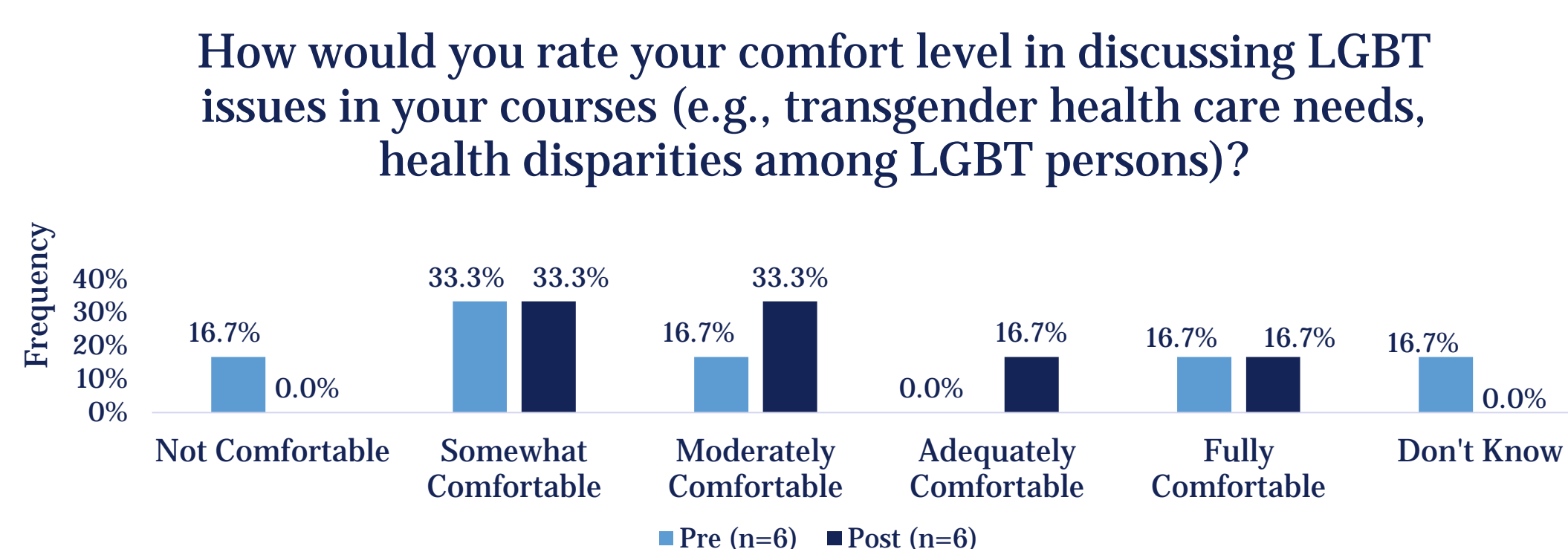
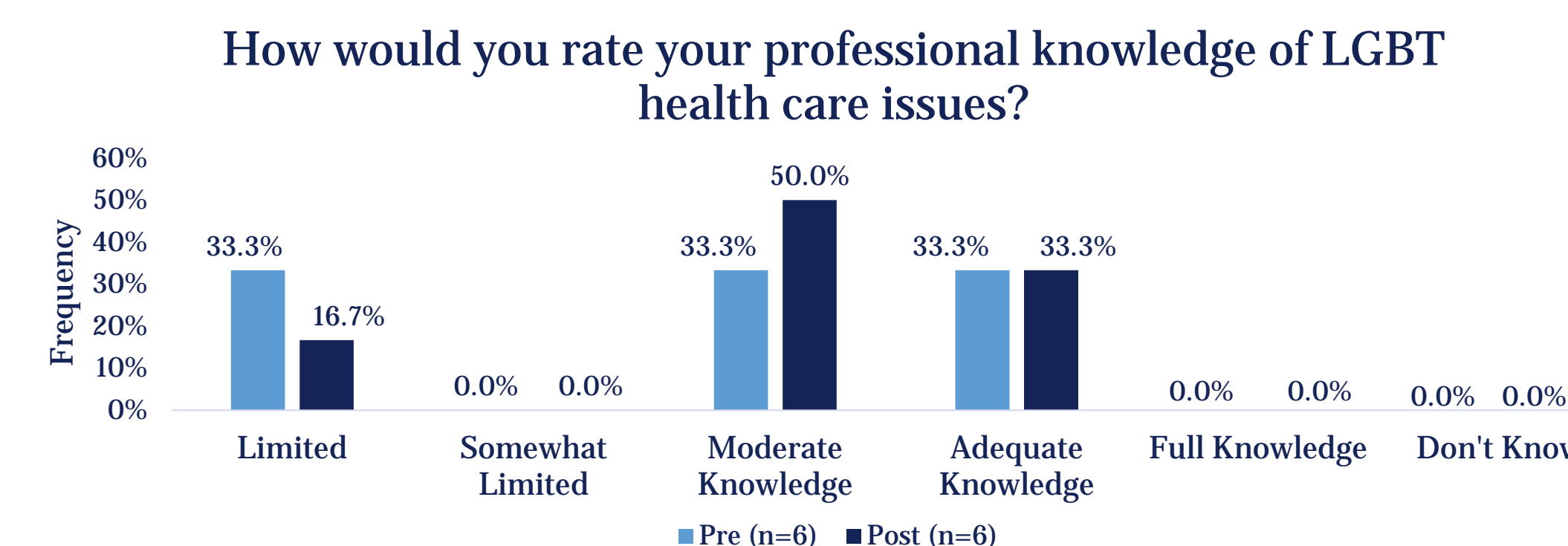
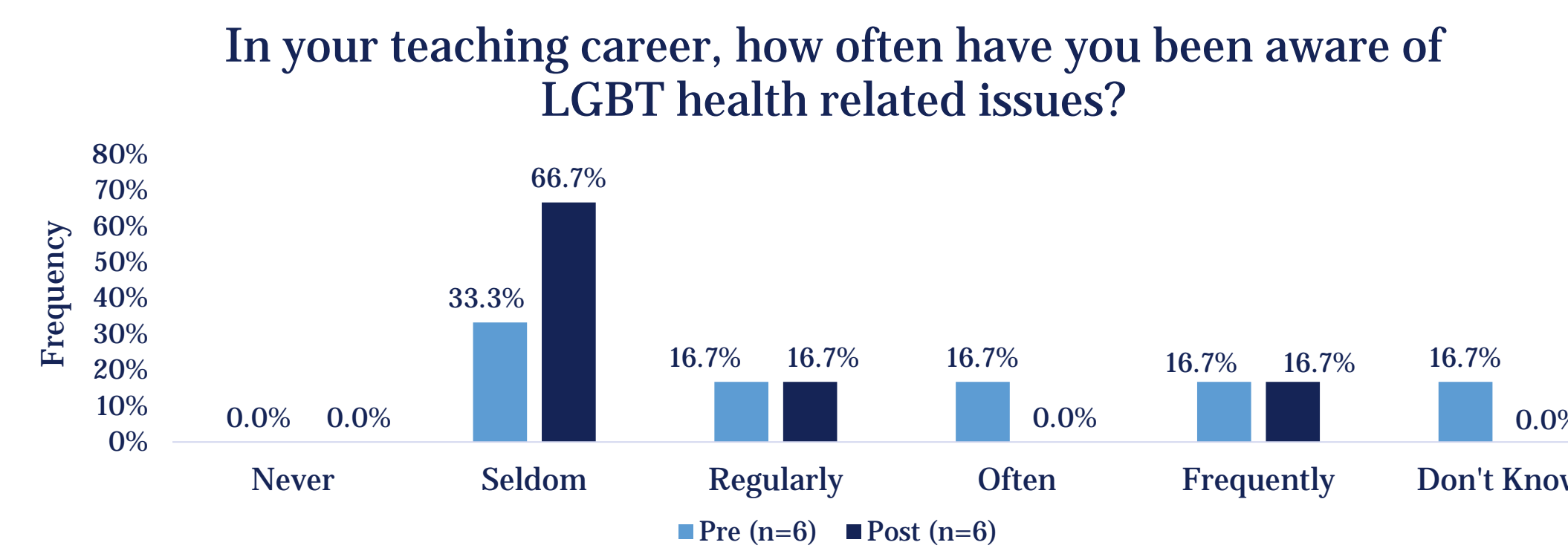
- Enhance knowledge, attitudes, awareness, and cultural humility around sexual and gender minority health in order to :
 - Implement content into classroom curricula for our future health professionals
 - Create an open and inclusive environment for learning

Methods

- Participants were n=11 faculty members at a northeastern University, recruited through the use of flyers, town hall & program chair meetings, and verbal invitations
- The program consisted of monthly structured learning sessions paired with 20-30 minute mentoring check ins over the course of seven months
- Participants completed the following measures:
 - Faculty Knowledge and Experience with Lesbian, Gay, Bisexual and Transgender (LGBT) Health and Readiness for Inclusion in Teaching tool⁸
 - Lesbian, Gay, Bisexual, and Transgender Development of clinical Skills Scale (LGBT-DOCSS)⁹
 - Midterm and final evaluations evaluating to what extent participants agreed they were (1) discussing new concepts and questions presented in the learning sessions; (2) brainstorming new ways to apply the new information towards personal growth, and (3) feeling safe and supported in discussing biases with others
- Descriptive statistics used to analyze quantitative data
- Thematic analyses used to analyze qualitative data

Faculty Knowledge and Experience Tool Results

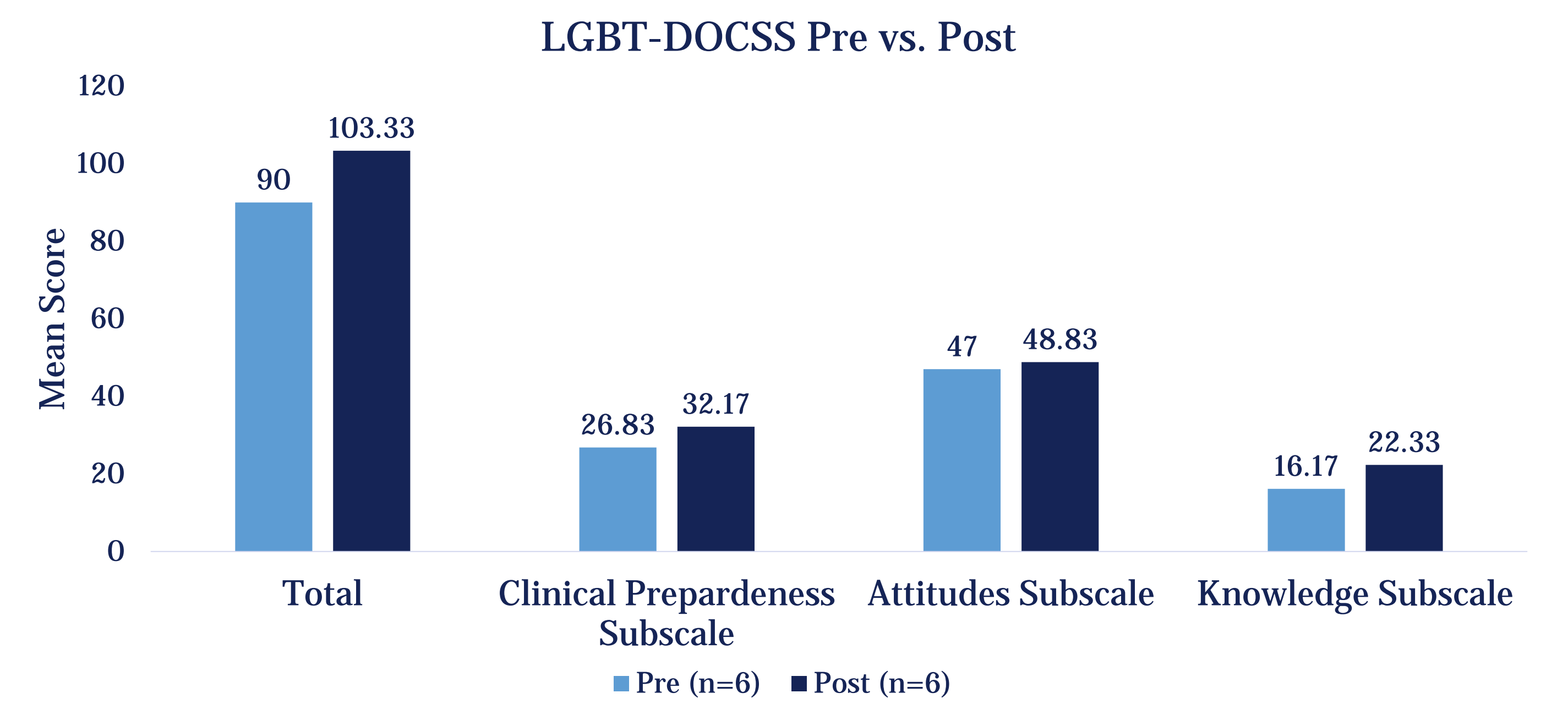
- 100% of participants pre and post indicated that LGBT health related content is important to teach in a health profession curricula (rated as important or very important)
- 80% of participants pre and 100% post indicated that it is important to provide faculty development and training regarding integrating LGBT health into the curriculum (rated as important or very important)



Post-program perceptions of strategies that would be successful in promoting faculty readiness in integrating LGBT health topics into the curriculum. (n=6)

Review the curriculum to identify gaps in LGBT health topics	100%	Review requirements by accreditation bodies for inclusion of LGBT related health concerns	100%
Faculty development seminars on LGBT health issues	100%	Support for faculty research on LGBT health topics	100%
Increasing curricular material on LGBT health topics	100%	Increasing diversity of faculty roster (i.e. including openly LGBT faculty)	83.3%
Logistical support for teaching LGBT-related curricular content	66.7%	Utilizing LGBT-specific health facilities as clinical teaching site	100%

LGBT-DOCSS Results



Final Program Evaluation Results

- 100% of participants strongly agreed that participating in SG-MET allowed them to discuss new concepts and questions and feel safe while doing so
- 100% of participants strongly agreed participation in SG-MET allowed them to brainstorm ways to apply new knowledge to course development, advising students, and personal growth
- 100% of participants reported it was extremely likely they would make changes to their personal communication approach, class environment/climate, and advising as a result of participating in this program

"We can do a lot as faculty to set a tone of inclusion."

Conclusions

- Participants reported increased clinical preparedness and knowledge of LGBT clients and decreased prejudicial attitudes following the conclusion of SG-MET
- Participation in a structured program such as SG-MET can increase awareness of, comfort discussing, and knowledge of LGBT health care issues
- Faculty were ready to make curricular changes to increase cultural competence following participation SG-MET

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