



## Background

- The LGBTQIA+ community faces higher levels of poor physical and mental health<sup>1,2</sup>
- Discrimination towards LGBTQIA+ individuals in healthcare environments is reportedly as high as 20% occurring in forms of medication refusal as well as verbal and physical violence during physical examinations<sup>3</sup>
- While it is critical that medical students receive high quality and comprehensive LGBTQIA+ health education to graduate with high levels of LGBTQIA+ cultural competency, there is an overall lack of LGBTQIA+ education in medical school
- At the University of Michigan Medical School, there is no place in the curriculum that offers a *formal* course on LGBTQIA+ healthcare which covers relevant history, policy, disparities, clinical skills, and standards of care

## Objective

- To create an LGBTQIA+ health elective as a means to provide greater opportunity to LGBTQIA+ education for medical students

## Methods

- The content of the curriculum was developed by exploring the literature regarding existing curricula in this field, as well as utilizing the feedback from a LGBTQIA+ medical student group and a multidisciplinary team of experts in LGBTQIA+ health.
- Invitations were sent to content experts at the University of Michigan as well as other institutions to contribute recorded video lectures to the course.

## Results

- The course includes a total of 9 modules, which are divided into general and specialty specific modules.
- The general modules include: Background: Sexual Orientation & Gender Identity, History and Policy, Health Disparities, and Clinical Skills.
- The specialty specific modules include: Primary Care, Mental Health Care, Pediatrics and Adolescent Health, Obstetrics and Gynecology (OB/Gyn), and Surgical Care.
- A total of ten video recordings from eight experts were contributed. Other published materials including, but not limited to, academic articles, publicly available podcasts, and chapters from *The Equal Curriculum* were incorporated to ensure all learning objectives were met.

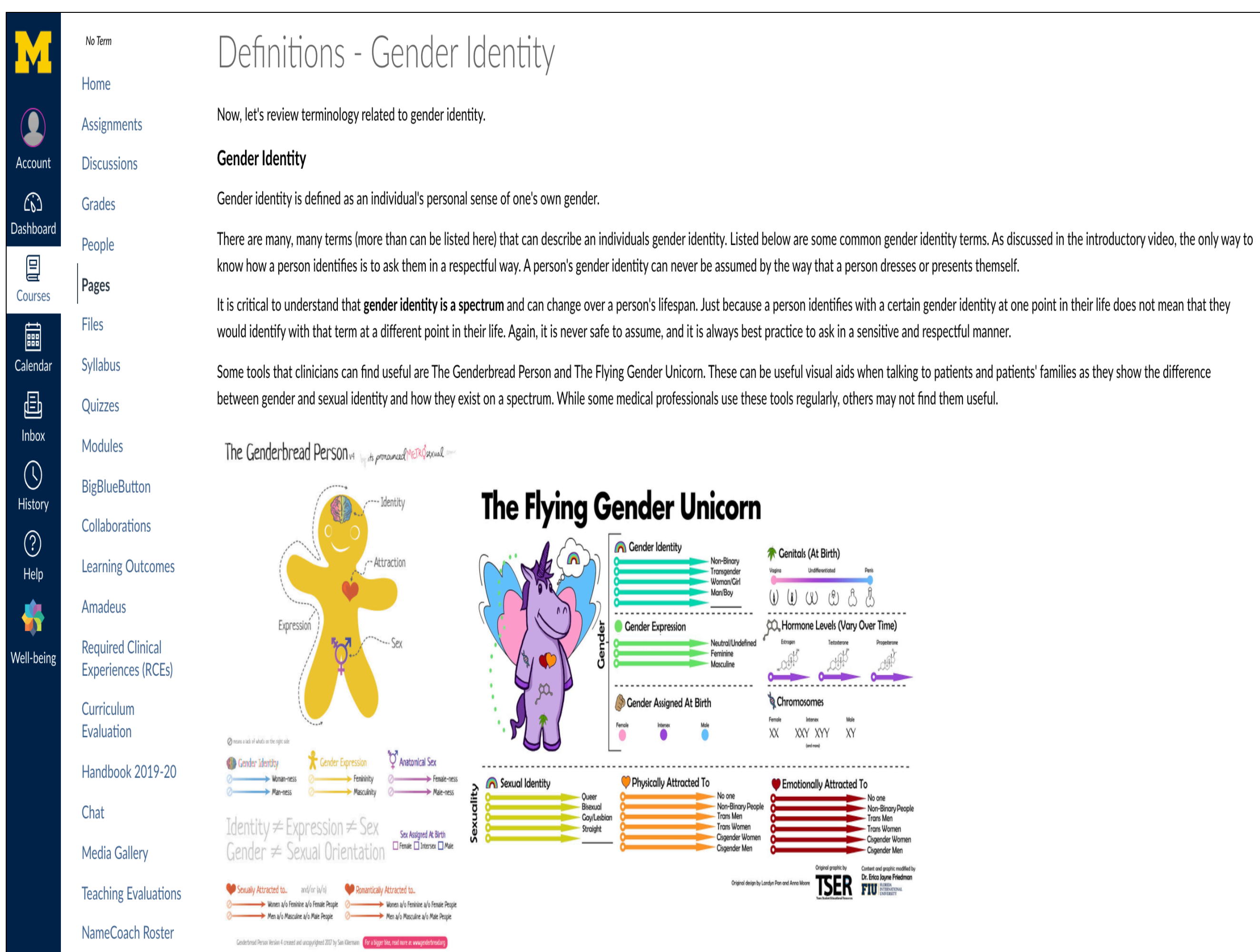


Figure 2. Example page of the Canvas course from the “Background: Sexual Orientation and Gender Identity” module.

## Lessons Learned

- Incorporating ‘expert’ material and utilizing student feedback was imperative to ensure that the content being covered was appropriate, comprehensive, sensitive, and inclusive.
- As supported by educational literature, we anticipate that including a variety of materials like videos, manuscripts, and podcasts will be helpful for engaging a diverse group of students.
- Being open to feedback and having patience when performing the iterative process of curriculum development is crucial.

## Future Directions

- The course will be implemented in the Spring of 2022, and will be offered to 3rd and 4th year medical students as a 2-week, online elective.
- Aim to show that students improve their knowledge and comfort in LGBTQIA+ health related information following completion of our course via built in knowledge assessments in each module and a pre and post survey which assess competency and comfort of LGBTQIA+ related care.
- We hope to distribute the course to other medical schools or health care professional programs in order to reach a greater audience and increase access to quality education regarding LGBTQIA+ health, leading to reduced barriers to care.

## References

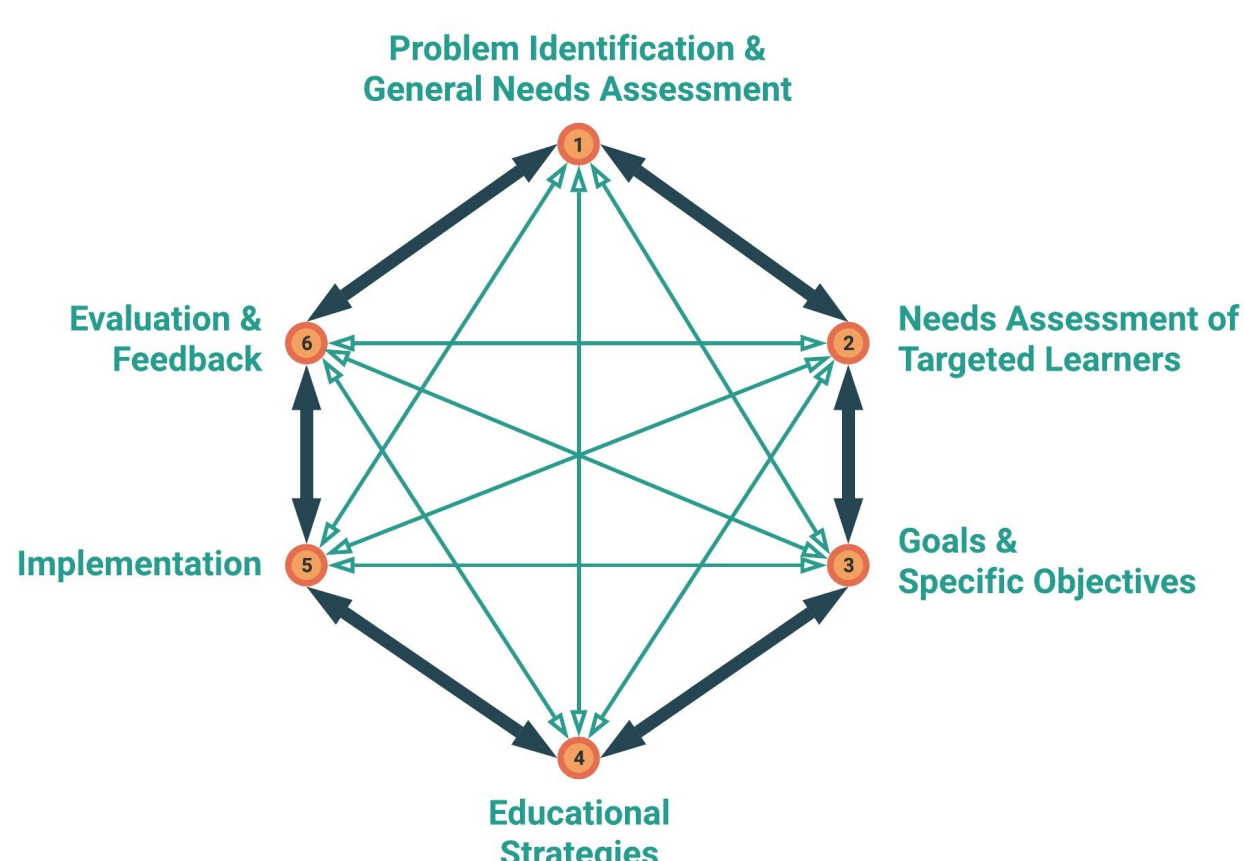
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## KERN'S 6 STEPS

CURRICULUM DEVELOPMENT for Health Professions Education can be divided into 6 STEPS.



By convention, KERN'S 6 STEPS are presented in a specific order, however curricular development involves fluidly transitioning among all steps.

@MedEdModels

Figure 1. Kern's 6 Steps for Curriculum Development which was utilized for course development.

## Screening and Health Maintenance considerations for our transgender patients

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Figure 3. Example video contribution from Dr. Anita Hernandez, covering screening and health maintenance for transgender patients.