

## BACKGROUND

Previous negative experiences with the medical community often leave transgender people reluctant to seek needed medical treatment and preventive care.

Inadequate training in transgender healthcare during all stages of medical education promotes the disparities experienced by this community.

Undergraduate medical education is uniquely positioned to address these disparities by better preparing future physicians to provide inclusive care to transgender patients.



**Study aim:** to evaluate the impact of a sexual history workshop on students' self reported knowledge and comfort with skills, related to the delivery of transgender health care.

## METHODS

The second-year clinical skills course at the Herbert Wertheim College of Medicine includes a hybrid workshop consisting of:

- One-hour lecture about the components of an inclusive sexual history.
- One and half hour, faculty-facilitated small group session. during which students interview a standardized patient.

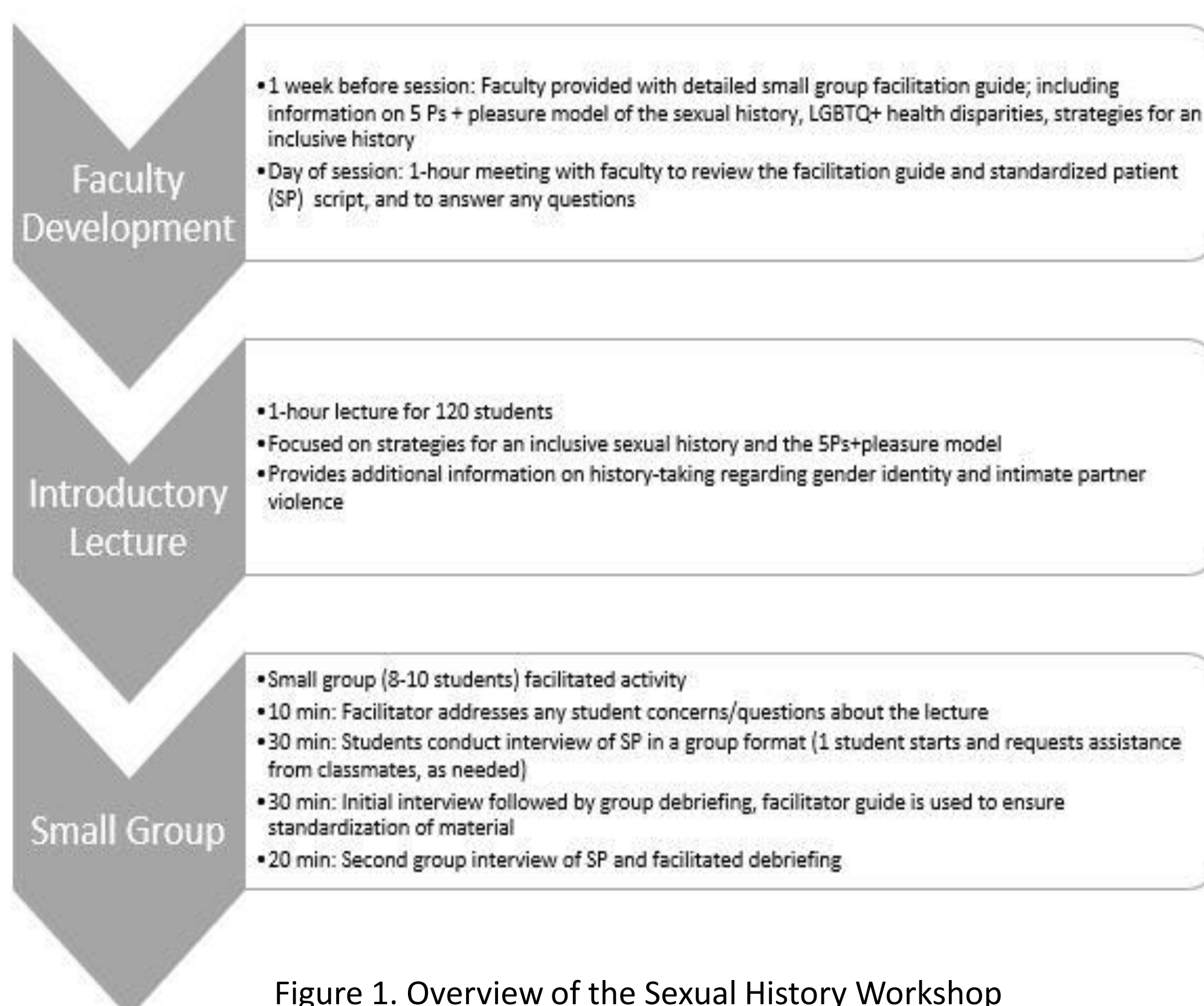


Figure 1. Overview of the Sexual History Workshop

Students were provided with an optional, anonymous pre- and post-survey to assess their perceived impact of, and satisfaction with the workshop.



## RESULTS

One hundred and thirteen students participated in the sexual history workshop.

Table 1. Evaluation of ranked students' responses to pre- and post-session survey questions.

	Pre-session Mean	Post-session Mean	P Value
Please indicate which of the following are part of the 5Ps model of the sexual history <sup>1</sup>	87.9	93.4	.026
My medical training so far has prepared me to effectively provide medical care for transgender patients. <sup>2</sup>	3.0	3.8	< .001
I feel comfortable gathering a sexual history from a patient who identifies as transgender. <sup>2</sup>	3.5	4.0	< .001

<sup>1</sup>N=73 (Response rate 64%)

<sup>2</sup>N=110 (Response rate 97%)

There was a statistically significant increase in:

- The number of students who reported an increase in knowledge of the components of an inclusive sexual history.
- The number of students who reported that their training had effectively prepared them to provide care for transgender patients.
- Students who reported feeling comfortable gathering a sexual history from a transgender patient.

Table 2. Frequencies of students' responses to post-session survey questions.

	Strongly Agree # (%)	Agree # (%)	Unsure # (%)	Disagree # (%)	Strongly Disagree # (%)
The experience today increased my knowledge about how to effectively provide medical care for transgender patients. <sup>1</sup>	52 (46)	56 (49)	5(4)	0(0)	1(1)
The experience today increased my skills to effectively provide medical care for transgender patients. <sup>1</sup>	47 (41)	60 (53)	6(5)	0(0)	1(1)
The standardized patient case was realistic and "believable." <sup>1</sup>	58 (51)	48 (42)	6(5)	1(1)	1(1)
The post-encounter debriefing session helped me to identify my own strengths and weaknesses in providing care to transgender patients. <sup>1</sup>	49(43)	57(50)	5(4)	2(2)	1(1)

<sup>1</sup>N=110 (Response rate 97%)

Students reported a high level of satisfaction with the session and the standardized patient case.

## CONCLUSIONS

Our findings suggest that the hybrid-learning workshop format effectively improved students' knowledge and self confidence regarding transgender healthcare.

Using well-coached cis-gender standardized patients, provided students a realistic opportunity to explore the nuances of transgender healthcare.

Future directions of this project will explore the recruitment of transgender standardized patients.

One limitation is the likelihood of students to over-report their confidence, skills, and knowledge. An Observed Standardized Clinical Encounter would allow for actual assessment of skills attainment.



## REFERENCES

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