

**I. Specific educational aims: The goal of this project is to develop and implement a one-hour, open-access continuing medical education (CME) course for Stanford Medicine faculty to improve knowledge, skills, and attitudes pertaining to the provision of healthcare to sexual and gender minority (SGM) patients.** The course will address themes of diversity, equity, and inclusion, including such topics as implicit bias, health disparities, and social determinants of health. We are designing an innovative and impactful learning resource to better prepare medical school faculty members to teach principles of LGBTQI+ Health across all disciplines. Course materials will be disseminated as a free, online CME course to asynchronously educate faculty members at Stanford University and beyond for years to come. This proposal addresses three of the Academy Innovation Grant Program's funding priorities: *Collaboration, Diversity and Inclusion, and Impact and Sustainability.*

**II. Project rationale:** Recent studies have demonstrated that academic medical center faculty across the United States are interested in additional training on the health of lesbian, gay, bisexual, trans,\* queer/questioning, and intersex (LGBTQI+) patients.<sup>1</sup> However, the landscape of relevant LGBTQI+ health curricula for faculty members and medical students alike remains sparse.<sup>1-4</sup> There is both a knowledge and quality gap in the care of LGBTQI+ patients, resulting in significant health disparities such as higher risk of mental illness, substance abuse, obesity and its secondary morbidities, and decreased access to preventive care.<sup>2,4</sup> Current efforts to bridge this gap are focused on the development of undergraduate medical education curricula to familiarize learners with central concepts in LGBTQI+ health in accordance with the American Association of Medical Colleges (AAMC) 2014 defined core competencies.<sup>5</sup> However, resources for post-graduate trainees and faculty are inconsistent and inadequate.<sup>1</sup> Faculty members who have not been previously exposed to this content may lack familiarity with necessary terminology and content, and lack the minimal competency required to effectively teach LGBTQI+ health in their respective medical specialties. **Thus, there is a compelling need for high-quality, widely-accessible, and consistent training of medical school faculty members in LGBTQI+ Health.**

**III. Approach: We are collaborating with Stanford Educational Technology to design a highly-interactive, online CME activity to teach core competencies of LGBTQI+ Health to faculty.** Our final product will be similar to the [Unconscious Bias in Medicine](#) CME course on the Stanford Office of Faculty Development and Diversity (OFDD) website, offered for free to learners within and outside of Stanford.

This project is being conducted using Kern's Six Step Approach to Curriculum Development. Study investigators and collaborators are conducting a needs assessment that will inform the development of learning objectives, course content, consultations with partners at Stanford's Center for Continuing Medical Education, and key phases in their [Online CME Activity Planning Process](#). In addition to learning resources identified through a robust literature review, we are synthesizing three key sources of educational content relevant to LGBTQI+ Health to develop our course: Stanford Medicine's Sex, Gender, and Sexual Function (SGS) curriculum working group, Tulane University School of Medicine's award-winning "Queericulum": LGBTQI+ Health Modules, and the University of Louisville's eQuality Toolkit. Learning objectives for this faculty CME course will align with student competencies described in the Stanford SGS curriculum.

Our team of investigators and consultants has the necessary expertise to successfully complete this important project. The Co-Principal Investigators include Timothy Keyes (MD-PhD Student) and Michael Gisondi (Associate Professor and Vice Chair of Education, Emergency Medicine). Tim is a past co-chair of Stanford's LGBTQ+ Meds student group and the Research Director of the Medical Student Pride Alliance; as such, he is a content expert in SGM cultural competency. Mike is an education researcher with expertise in faculty development, CME, and digital scholarship. Collaborators include Stefanie Sebok-Syer, PhD, Instructor of Emergency Medicine, an education researcher who focuses on assessment and program evaluation; Benjamin Laniakea, MD, Clinical Assistant Professor of Medicine, and specialist in LGBTQI+ health; Maya Adam, MD, Lecturer in Pediatrics and creator of the Stanford online course "Health Across the Gender Spectrum"; and Shana Zucker, BA, MD/MPH/MS student at Tulane University and Director of Tulane's "Queericulum," a module-based, online SGM curriculum for undergraduate medical students.

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\* This is an umbrella term commonly used to refer to transgender, gender-nonconforming, and currently-transitioning individuals.

**IV. Timeline and plan for implementation:**

| <u>Project Management Timeline</u>   | Pre-Grant Period<br>(Spring 2019) | Pre-Grant Period<br>(Summer 2019) | Fall<br>2019 | Winter<br>2020 | Spring<br>2020 | Summer<br>2020 | Post-Grant<br>Period |
|--|-----------------------------------|-----------------------------------|--------------|----------------|----------------|----------------|----------------------|
| <b>Preparation</b>   |                                   |                                   |              |                |                |                |                      |
| Needs assessment   |                                   |                                   |              |                |                |                |                      |
| Consultation, Planning, and Production<br>with Stanford Center for CME and<br>EdTech |                                   |                                   |              |                |                |                |                      |
| Curriculum Development   |                                   |                                   |              |                |                |                |                      |
| Completion of course content   |                                   |                                   |              |                |                |                |                      |
| Submission of content to EdTech for<br>import into online infrastructure             |                                   |                                   |              |                |                |                |                      |
| CME approves and posts course  |                                   |                                   |              |                |                |                |                      |
| <b>Implementation</b>  |                                   |                                   |              |                |                |                |                      |
| IRB approval process   |                                   |                                   |              |                |                |                |                      |
| Administer course  |                                   |                                   |              |                |                |                |                      |
| Refine content using learner feedback  |                                   |                                   |              |                |                |                |                      |
| <b>Dissemination</b>   |                                   |                                   |              |                |                |                |                      |
| Share results with TMA   |                                   |                                   |              |                |                |                |                      |
| Manuscript/Conference Preparation  |                                   |                                   |              |                |                |                |                      |

**V. Anticipated work product:** This project will result in the creation of a novel, one-hour, online, open access, CME activity to teach core competencies of LGBTQI+ Health to medical school faculty members using evidence-based learning modules consisting of infographics and video content to elaborate core vocabulary, salient case studies, and best practices. Videos will be followed by short learning assessments to facilitate learners’ self-directed learning. Active learning strategies such as case-based problem solving exercises will be implemented to engage learners during their completion of the course.

**VI. Evaluation plan:** We will evaluate dissemination, impact, learner satisfaction, and compliance with stated CME learning objectives. The course registration information will provide basic demographics to monitor dissemination. All participants will complete a pre- and post-curriculum inventory of perceived knowledge, attitudes, and skills pertaining to LGBTQI+ patients using the validated Lesbian, Gay, Bisexual, and Transgender Development of Clinical Skills Scale<sup>6</sup> to assess the course materials’ immediate impact. Participant feedback will be solicited using qualitative and quantitative measures to evaluate satisfaction with the CME activity and to ensure that learning objectives were met.

**VII. Dissemination of results:** We will partner with Stanford Medicine’s Office of Faculty Development and Diversity to present and disseminate this course online broadly within Stanford Medicine and beyond. The design of this curriculum and its assessments will be presented at conferences such as the 2021 AAMC Learn Serve Lead Meeting and the 2022 Gay and Lesbian Medical Association (GLMA) Annual Meeting. A

final manuscript will be prepared for publication in peer-reviewed, medical education journals such as *Academic Medicine* or *AAMC MedEd Portal*.

### Appendix 1: References

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5. Association of American Medical Colleges. "Integrating LGBT and DSD Health into Medical Education." Association of American Medical Colleges. Available online at: <https://www.aamc.org/initiatives/diversity/449506/integratingcontent.html>.
6. Bidell, Markus P. "The Lesbian, Gay, Bisexual, and Transgender Development of Clinical Skills Scale (LGBT-DOCSS): Establishing a New Interdisciplinary Self Assessment for Health Providers." *Journal of Homosexuality* 64, no. 10 (08/24, 2017): 1432-1460.