Integrating LGBT Health into Medical Education

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Model for Change

1. Establish the Need for Change
2. Assemble the Team
3. Design the Innovation
4. Implement the Proposals
5. Evaluate the Outcomes

Establishing the Need for Change

- LGBT individuals face health disparities
- Medicine contributes to disparities
- Duty to LGBT patients

Establishing the Need for Change

Association of American Medical Colleges (2007)

Communication Training

Comprehensive Curriculum

## Establishing the Need for Change

<table>
<thead>
<tr>
<th>Self-Reported Measure</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Students feeling adequately trained to care for the LGBT population</td>
<td>35.8%</td>
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<tr>
<td>Students knowing how to direct LGBT patients to LGBT friendly healthcare providers/services</td>
<td>9.3%</td>
</tr>
</tbody>
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Wilburn CR, Johnson KB, Moore DC. 2010. Analysis of Lesbian, Gay, Bisexual, and Transgender Cultural Competency among Third Year Medical Students. *Vanderbilt Emphasis Presentation*
Establishing the Need for Change

Train future physicians in the core aspects of LGBT health
Assembling the Team

Including LGBT Education at Vanderbilt University School of Medicine

Kristen Eckstrand, President
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Assembling the Team

Kristen Eckstrand
MD/PhD Candidate

Kim Lomis, MD
Associate Dean for UME

Billy Sullivan
MD/MEd Candidate

Regina Russell, MEd
Medical Education Specialist
Designing the Innovation

• **Option A**: top-down approach

• **Option B**: a stand-alone elective course

• **Option C**: curriculum integration
Designing the Innovation

- Communication Training
- Comprehensive Curriculum

Training Faculty

Student Knowledge, Skills, & Attitudes
Evaluating the Outcomes

• Important to teach

• 28% admit personal knowledge deficit

• Identification of 7 faculty “champions”
Model for Change: Round 2

1. Establish the Need for Change
2. Assemble the Team
3. Design the Innovation
4. Implement the Proposals
5. Evaluate the Outcomes
Establishing the Need for Change

• Not enough comprehensive content
• Support for LGBT patients
• Did not recognize full scope of the problem
Assembling the Team

Klint Peebles (MS3)  Kristen Eckstrand (G2)  Jesse Ehrenfeld, MD MPH

Stew Yang (MS2)  Brent Evans (MS3)
Designing the Innovation

Curriculum Review
- Identify Relevant Lectures
- Select Areas for New Content

LGBT Content
- Literature Search
- Select Content
- Synthesize Content

Formulate a Course Revision Proposal

Work with Course Director

Implementation and Continued Support

Evaluate Outcomes
Implementation and Evaluation

MS III Pediatrics Clerkship

Knowledge, Attitudes, and Behavior
Cycle Reiteration

Vanderbilt Program for LGBTI Health

- Health Education
- Patient Care
- Policies
- Visibility
- Community Outreach
- Institutional Climate
Success Factors

- Mentorship
- Institutional Climate
- Curriculum Reform
- Continual Drive for Improvement
- Resources/Support from Administration
Learning Points

• Change management overcomes barriers
• Students are a vital source of energy
• National guidelines guide program development
• Professional training is necessary
• Rate of change reflects institutional climate