Teaching and Assessing LGBTQ Clinical Skills with The eQuality Toolkit

Sessions on Medical Education
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Session Plan: Patients who are lesbian, gay, bisexual, transgender, and/or queer (LGBTQ) experience significant health and healthcare disparities [1]. Although medical schools are currently developing curricular innovations to integrate LGBTQ-inclusive health content [2], LGBTQ clinical skills are rarely assessed and few providers have been trained to provide effective, inclusive patient care [3]. This skill-oriented session will teach participants best-practice inclusive clinical skills and introduce multiple educational resources developed through eQuality, which is the robust, integrated LGBTQ health educational intervention at the University of Louisville School of Medicine (ULSOM) [4]. This session will feature a new training manual, The eQuality Toolkit [5], which teaches specific LGBTQ clinical skills and will be available for participants to implement at their own universities and clinics to improve LGBTQ patient care. The session will also focus on developing LGBTQ clinical skills assessments for medical trainees, which includes best practices for portraying LGBTQ patients and integrating LGBTQ community members into standardized patient programs. Participants across the continuum will learn the rationale and evidence of how these inclusive best practices can be used during every clinical encounter to improve the care of all patients.

The 75-minute session will be dedicated to small group activities that use active learning methods, which include role-play, case-based application of gender-affirming care recommendations, and mitigating barriers to implementation. Brief, limited didactic instruction will provide an overview and framework to the active learning portions of the session. Using The eQuality Toolkit, participants will gain hands-on experience practicing LGBTQ skills, applying these skills to case scenarios, and developing solutions to barriers that the participants have identified at their own institutions. After each small-group activity, representatives from each small group will debrief with the entire session group, which will allow the presenters to provide feedback and address participant questions. The role play and patient scenarios referenced in the schedule below are adapted from a clinical skills training that was previously implemented with medical students.

Session Agenda:
0-5 min: Welcome and presenter introductions (Susan Sawning)
5-10 min: Brief overview of LGBTQ health disparities in clinical settings (Jenny Potter)
10-20 min: Facilitated small groups: role play of inclusive patient introduction using sample language from The eQuality Toolkit (All presenters facilitate)
20-25 min: Debrief as large group (Emily Noonan)
25-40 min: Facilitated small groups: case-based application of gender-affirming care recommendations from The eQuality Toolkit. (All presenters facilitate)
40-45 min: Debrief as large group (Suzanne Kingery)
45-50 min: Overview of LGBTQ clinical skills assessment and best practices for portraying LGBTQ patients with a focus on integrating gender minority standardized patients (Carrie Bohnert)
55-65 min: Facilitated small groups: identify barriers to developing LGBTQ assessments at home institutions and discuss possible solutions (All presenters facilitate)
65-75 min: Large group discussion/debrief of logistical barriers and solutions to teaching and assessing LGBTQ clinical skills (Amy Holthouser)
**Learning Objectives:** After the session, participants will be able to:

1. Identify heteronormative and cisnormative biases in patient care settings
2. Communicate inclusively when taking a patient history
3. Provide fundamental gender-affirming care recommendations
4. Implement assessments to measure LGBTQ clinical skills
5. Integrate best practices for portraying the LGBTQ community in simulated patient encounters