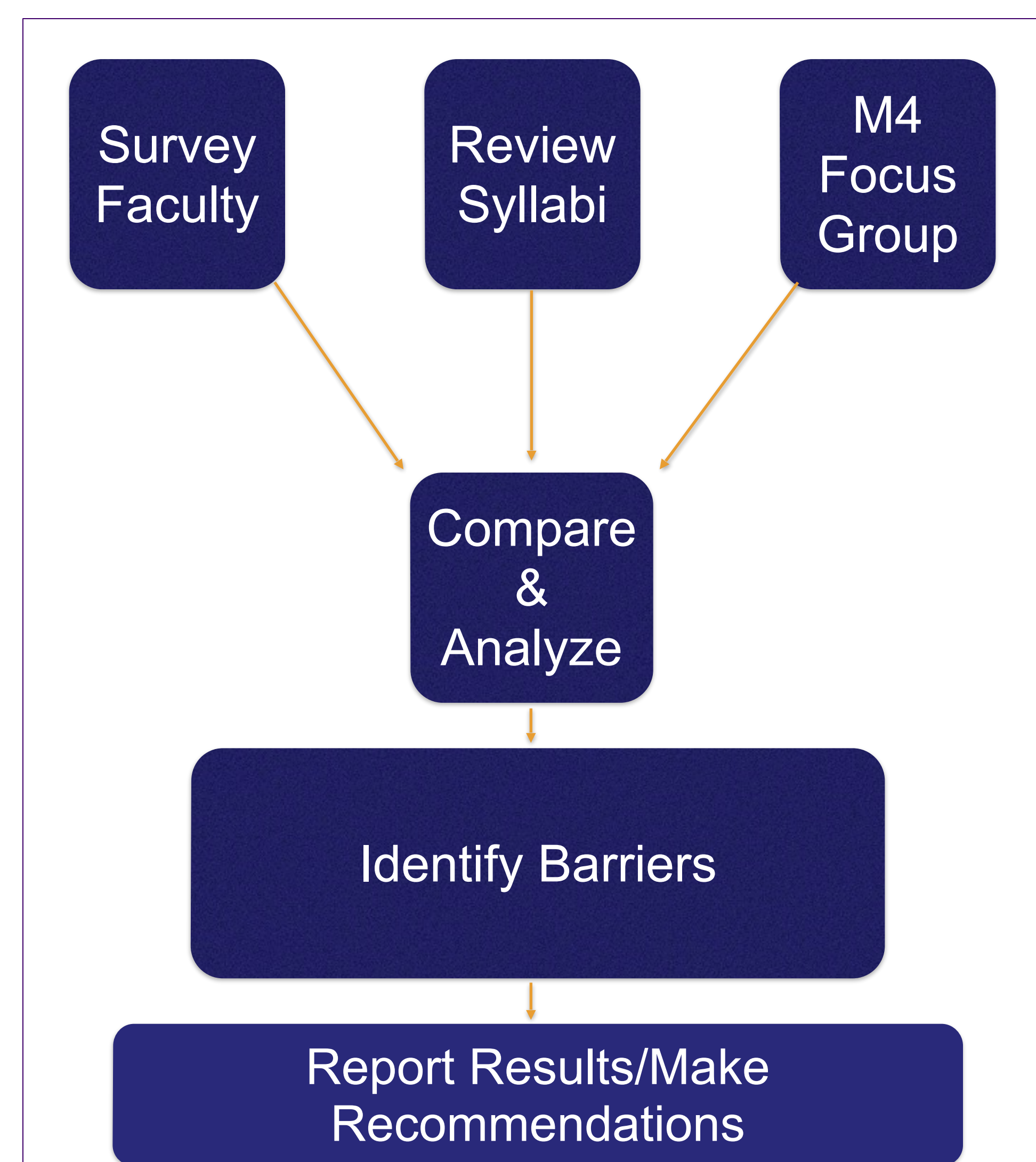


RATIONALE / NEED

Health disparities in the lesbian, gay, bisexual, and transgender (LGBT) community are associated with lack of knowledge among health care providers to care for patients who identify as sexual or gender minorities. LGBT patients have unique health needs and often avoid routine medical care because they fear discrimination or are dissatisfied with the care that they receive (Bonvicini, 2003; Healthy People, 2015). A better understanding of the components of LGBT health curriculum is an important step to improving medical education in order to improve care for this population.

METHODS / DESCRIPTION

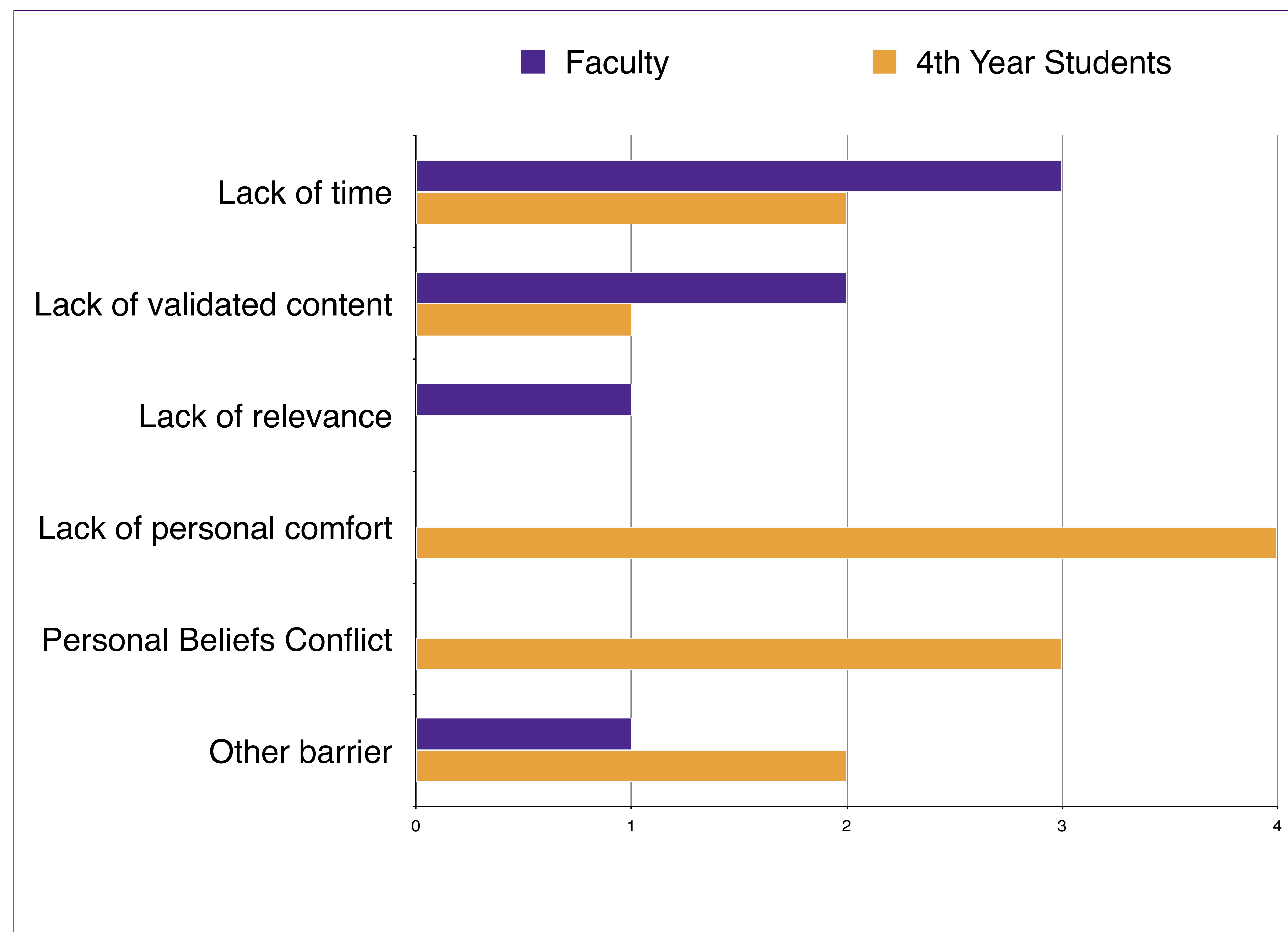


- Researched nationally recommended curriculum in LGBT health
- Surveyed faculty re: LGBT curriculum
- Surveyed M4 students and conducted focus group for curriculum recall
- Reviewed objectives in course syllabi

RESULTS

1. Of 27 courses and clerkships queried, 13 reported having LGBT topics covered and 14 reported no LGBT topics.
2. Review of course / clerkship syllabi revealed that 6 had LGBT topics listed in course objectives.
3. Faculty and students have different perceptions of coverage, and of barriers to coverage, of LGBT topics in the curriculum.

Figure 1. M4 students perceive greater barriers to LGBT health topics being covered in the medical school curriculum than course directors



QUALITATIVE FINDINGS

Themes from M4 focus group:

- Lack of faculty knowledge is perceived as a barrier
- LGBT health curriculum can be found outside of traditional coursework
- Brody School of Medicine is isolated from main campus LGBT resources
- Climate has improved slightly over the four years

IMPACT/LESSONS LEARNED

The overarching goal of this project was to examine what is being included in the medical school curriculum at Brody School of Medicine, regarding LGBT health topics and explore the barriers to expanding this coverage in the curriculum.

These results suggest that there is not agreement between faculty and graduating students' perception of coverage of LGBT health topics in the curriculum.

Expanded coverage of LGBT health topics in the medical school curriculum is imperative for improving LGBT health outcomes.

ACKNOWLEDGEMENTS

The author thanks Dr. Baxley and Dr. Carroll for their mentorship, encouragement, patience, and guidance throughout this internship process. Dr. Little for her assistance, support and flexibility and Dr. Rafferty for her survey expertise and time.