

Simulation Curriculum of Transgender and Gender Diverse Patient Care for Trainees



Department of Obstetrics and Gynecology

Fabiana Kreines, MD, Jacquelyn Shaw, MD, Gwendolyn Quinn, PhD, Elizabeth Fino, MD.

INTRODUCTION/OBJECTIVES

- Transgender and gender diverse (TGD) patients reluctant to seek healthcare → TGD patients have worse health outcomes than cisgender counterparts
- Differences exacerbated by clinicians' lack of knowledge, experience, bias
- **This study evaluated whether a simulation curriculum increased Ob/Gyn trainee comfort with and knowledge of TGD health care**

MATERIAL & METHODS

- **Study design:** Prospective, single arm study
- **Subjects:** 30 residents at an academic medical center in Ob/Gyn program
- **Standardized patients (SPs) themselves all TGD-identified**
- **Statistics:** Differences between pre-, immediately post-, and six month post-curriculum survey answers (on a 5 point Likert scale) calculated using Wilcoxon rank sum

RESULTS

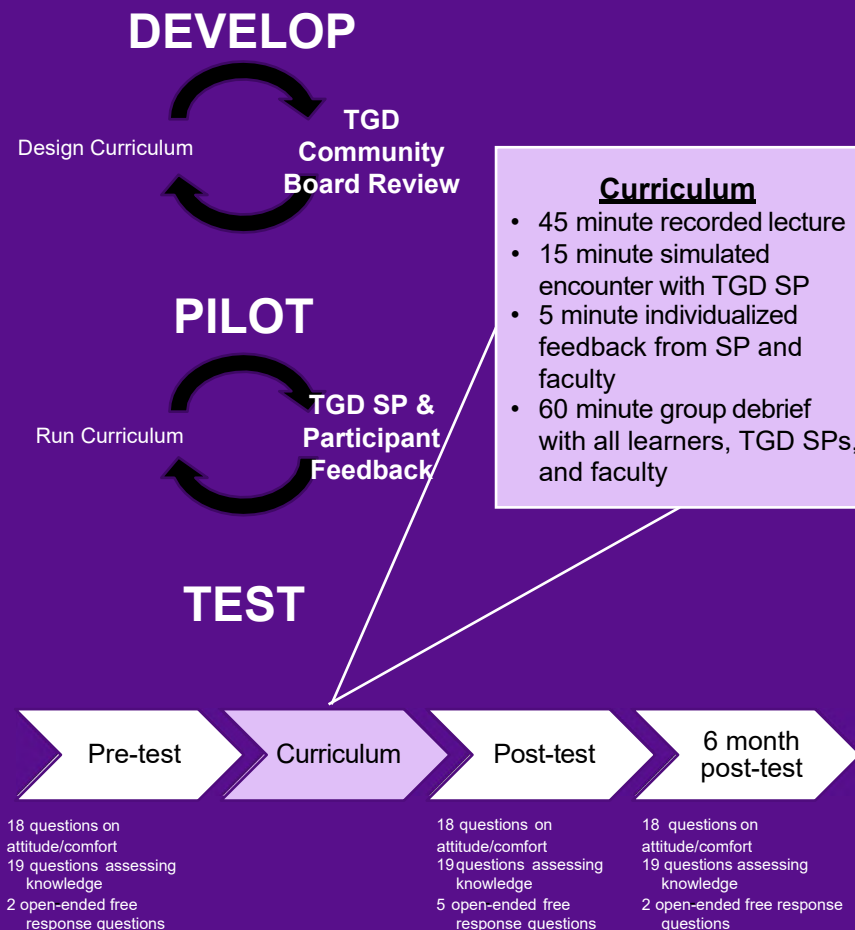
ATTITUDE/COMFORT:

- Significant improvement both immediately post test and 6 months post test in:**
- Tendency to assume that a patient is cisgender
 - Confidence in knowledge of health needs of TGD patients
 - Self-perception of knowledge needed to treat TGD patients
 - Self-perception of knowledge regarding basic terminology for TGD people
 - Comfort in obtaining a sexual history for TGD patients
 - Comfort asking for a patient's preferred name and pronouns
 - Self-perception of knowledge needed to discuss contraception with TGD patients
 - Self-perception of knowledge needed to refer patients to receive gender affirming care

Thematic analysis: Standardized Patient Feedback

	Free text response theme	N	Representative quote
1	Importance of direct questions	10	"It would have been nice to be asked the gender of my partners and what parts we use, or what goes where"
2	Importance of perceived provider comfort	7	"Just a little more confidence. Sitting up a little taller, going over the plan and making sure I understand it."
3	Importance of inclusive language	5	"Asked if I have sex with men, women, or both - could have been more inclusive (e.g., "what are the genders of your partners?")"

Curriculum Development



RESULTS

Thematic analysis: Learner Responses

Free text response theme	N	Representative quote
What was learned		
1 Importance of language, gendered language	11	"I realized how gendered my interview technique is and how challenging it is to rethink this approach."
2 Specific facts	6	"I learned about birth control options for people on testosterone."
3 How to make the interaction more comfortable	3	"[I learned] safe and appropriate ways to communicate with trans patients to normalize an encounter that might otherwise feel very invasive and scary."
4 How to ask open ended questions/avoid assumptions	2	"I learned about ways to pose even more open ended questions for a sexual history"
Biggest takeaways/changes to practice		
1 Asking pronouns	9	"I will introduce my pronouns and make it a part of my every day practice to ask others pronouns."
2 Increased comfort	5	"I definitely feel more empowered to take better care of patients with diverse needs now."
3 Specific facts	5	"I will know resources and recommendations and have an idea of what to review when I am seeing a patient."
4 Importance of providing standard of care	3	"I was surprised that a patient being transgender or expressing that he had a bad prior experience with a physician led me to avoid suggesting an indicated pelvic exam. It really shows that the standard of care is THE STANDARD OF CARE for all patients, and I really need to keep this in the forefront of my mind. Whether they accept that standard or not is certainly up to them, but as a physician that standard needs to be constant."
5 Ability to take a sexual history	3	"I feel much more comfortable obtaining a thorough sexual history from gender diverse patients."

KNOWLEDGE

Increase in score on TGD patient care basic knowledge evaluation immediately post-curriculum (mean 77.5% v 83.5%, p=0.010)

No change in score on the TGD patient care basic knowledge evaluation (mean 77.6% v 80.00%, p=0.25).

SUMMARY / CONCLUSION

- Effective learner tool: significant improvement in comfort, attitude, and knowledge
- Valuable exercise in community involvement and feedback to guide provider education
- Future directions: Expand to all Ob/Gyn trainees and trainees in other disciplines