



# A Medical Student Focused LGBTQ + Health Education Virtual Library System

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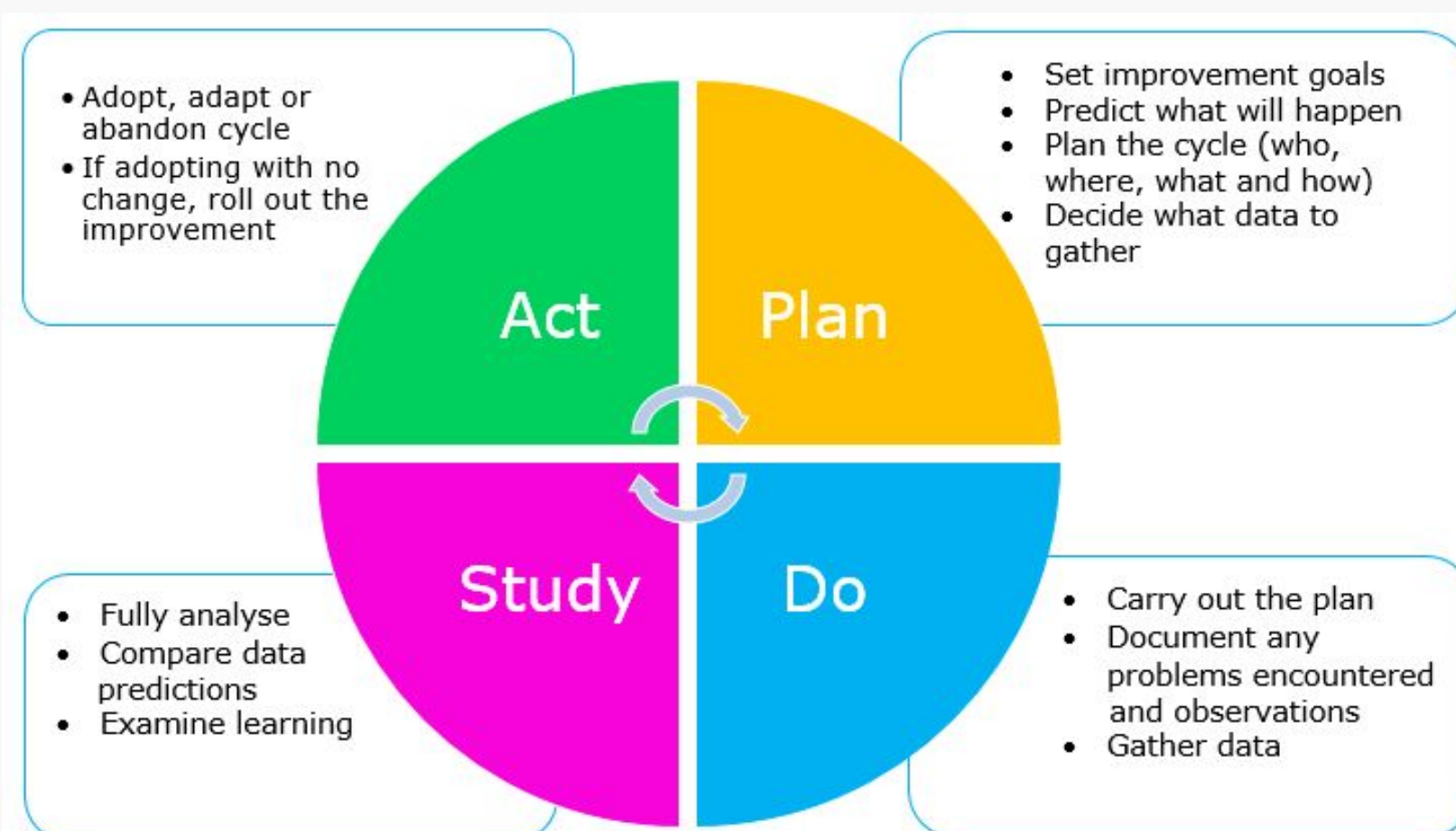
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## Introduction

Despite the growing number of resources available on health education for those who identify with the lesbian, gay, bisexual, transgender and queer (LGBTQ) population which make up 4% of the adult population in the United States, research has shown that there are still discrepancies in health professional education and physician comfort level<sup>1</sup>. The education provided to medical students that joined their class after 2010 were exposed, even if minimal amounts, to health disparities facing sexual gender minorities versus those who graduated decades prior<sup>2</sup>. In 2014 the AAMC released guidelines to assist medical schools in integrating LGBTQ health care into their curricula. Since that time, institutions have stated things such as population stigma, time and resources access have remained barriers to better implication of set guidelines. Ensuring providers are well equipped with resources may assist in filling this system wide knowledge gap.

## Steps in Development

The purpose of this educational system is to 1) Increase awareness in LGBTQ+ health information and learning resources 2) Targeted educational materials providers 3) Give students the opportunity to understand the process of publishing academic work



**STEP 1:** Gather available student end of rotation projects from PRIDE program coordinator from 2015-2019

**STEP 2:** Develop questionnaires to assess stakeholder interest and usefulness of program based on literature review

**STEP 3:** Collect list of regional LGBTQ+ providers

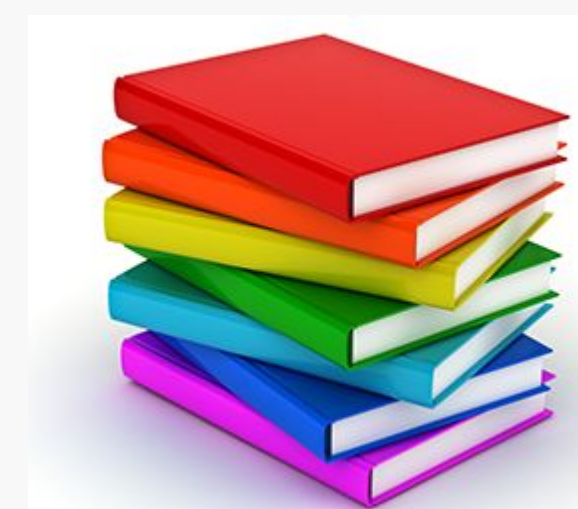
**STEP 4:** Development of review process ,review board, copyright and permission procedures

**STEP 5:**Development of Alliance Library with LibGuide, Metadata collect process and Digital Case collaboration

## Methods

- Study design:** Plans for QI and Retrospective
- Setting:** Undergraduate Medical Education
- Subjects:** Health Professionals
- Rationale:** Mutual partnership benefits learners and providers

## Intervention



- 1.Create a centralized database of all student projects submitted during their PRIDE elective, encouraging students submissions across all CWRU affiliated hospital systems to maintain the library collection.
- 2.Utilize student created patient friendly resources to aid in primary education
- 3.Ability to track use of LibGuide

Self Service Database (Alliance) → Increased comfort of providers /trainees in LGBTQ related topics → Decrease health system established barriers → Increase patient rapport and retention

## Alliance Library Program

- 1.Notify CWRU faculty of Education Program
2. Establish mentor relation with preceptor and trainee/or outside mentor
- 3.Medical undergraduates (MS1/2) to help sort projects into appreciate pre- established categories
- 4.Feature collection and other resources on Digital Case with provider and public access

## Example List of potential projects

Proper use of pronouns  
 The inconsistent use of proper pronouns in medicine  
 Coming out as a member of the community  
 LGBTQ teens and young adults  
 LGBTQ+ minority groups  
 The process of Transitioning: male-to female  
 The process of Transitioning: Female to male  
 Birth control use in the transgender female  
 PrEP and Post exposure HIV Prophylaxis

## Questionnaire Example

Did you receive specific LGBTQ+ instruction during your training years?

If yes, how many hours of lecture did you receive on this topic?

If easy access to training/patient education materials were available, would you use them and/or provide this information to your patient population?

## Discussion/Summary

Measures of improvements will consist of questionnaires, tracking of Alliance Library use and printed material. We hope that by using medical students as the pipeline for information it will sponsor a safe learning environment within our healthcare system. Some of the barriers expected include cost of maintaining Library long term, lack of participation from school administration/clinicians and student interest. These barriers may be combatted more effective in the future with general population awareness overtime.

## Future Works

Submission of IRB once Alliance Library is fully established for quality improvement of PRIDE elective. We would like to explore if there is a link between year of professional training graduation year and amount of lecture dedicated to LGBTQ+ healthcare.

Upon review library use results when available, further data analysis will confirm if each participating trainees/providers found the project productive and worth their investment of time. Negative results would equate to more than half of the providers dissatisfied without increase in comfort level with LGBTQ health related topics.

## Acknowledgements

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## Reference

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