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# Diversity in Sexual Orientation/Gender Identity and Expression (SOGIE): Health and Healthcare Mini-Elective

## Spring 2019

Course Dates: January 9, 16, 30, February 6, 13, 20, 27  
Wednesdays 6:00-8:00 PM

Maximum Students: 20

Class Year: MS1 and MS2

Course Director: Eloho Ufomata, M.D., M.S.  
Kristen Eckstrand, M.D., Ph.D.  
Morgan Faeder, M.D., Ph.D.

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### Description:

This elective is designed to provide medical students with deeper insight into addressing the health concerns of individuals who identify with a diverse range of SOGIE including those who are transgender, non-binary, lesbian, gay, bisexual, and queer (LGBTQ). Beyond an overview of demographics and health disparities, the course will focus on medical issues as they present to physicians in the fields of Internal and Family Medicine, Pediatrics, Surgery, OB/GYN, Psychiatry, Pharmacology, and Ethics. Themes that will be woven through the elective include: patient-centered care, evidence-based practice, sex positivity, systemic issues including access and barriers to care, intersectionality, and ethical issues.

We welcome medical students who are interested in preparing themselves for expertise in serving these individuals and populations as well as those who are curious about the health and healthcare implications of diversity in SOGIE.

We welcome students who identify anywhere on the SOGIE spectrum, including those who consider themselves straight and cis-gender. No prior knowledge about these issues is required; some readings will be assigned.

### Course Objectives:

Upon completion of the course, participants will be able to:

1. Discuss the evidence base for medical decision-making regarding various aspects of healthcare for individuals with a diverse range of SOGIE.
2. Demonstrate skill in interviewing and counseling patients via role-play and practice with Standardized Patients.
3. Evaluate their own attitudes and preparation for a career that includes providing care for individuals and populations with a diverse range of SOGIE.

### Requirements:

1. Students must demonstrate respect for each other, the faculty and the subject matter, including a willingness to explore topics that may be unfamiliar and uncomfortable.
2. Students are expected to attend all sessions, but may still receive a certificate of completion for attending 5/7 sessions.
3. Students are expected to review any assigned material and to be prepared to engage actively in class discussions.
4. Students must be willing to complete an anonymous pre- and post- course survey to help guide further curriculum development.

### Pre-Requisites:

None

## **COURSE OUTLINE:**

### **Diversity in Sexual Orientation/Gender Identity and Expression (SOGIE): Health and Healthcare**

#### **Course Directors:**

Eloho Ufomata, M.D., M.S.  
Kristen Eckstrand, M.D., Ph.D.  
Morgan Faeder, M.D., Ph.D.

**January 9, 16, 30, February 6, 13, 20, 27**  
**Wednesdays, 6:00-8:00 PM**

#### **Location:**

Scaife Hall, Rooms 504 & 505

#### **SESSION 1: January 9, 2019**

##### **Pharmacological Aspects of Gender-Affirming Care**

**Session Instructor(s):** Lorin Grieve, PharmD; Gerald Montano, DO, MS; Eloho Ufomata, MD MS, Selma Witchel, MD

**Description:** This session will use case studies to frame a deep discussion of the pharmacological aspects of gender-affirming care. Each case will be explored via group discussion. Topics to be addressed will include the physiology of puberty, the mechanisms of action of pubertal blockers, cross-sex hormones, and other gender-affirming medications, potential drug interactions, and the management of potential complications. We will also discuss management scenarios unique to adults and prepubertal and postpubertal youth. The overall goal of the session is to provide students with the necessary tools to understand the current medical management of gender affirming care and to be able to appropriately counsel patients on these treatments.

1. **Objectives:** After participation in this session, students will be able to:  
Explain the physiologic regulation of the hypothalamic-pituitary-gonadal axis and secretory patterns of gonadotropin releasing hormone, luteinizing hormone and follicular stimulating hormone.
2. Describe the mechanisms of action and the physiology of the medications used to affirm gender identity.
3. Discuss the recommendations for medical management as outlined by the Endocrine Society Clinical Practice Guidelines and the World Professional Association for Transgender Health (WPATH) Standards of Care.
4. Execute a treatment plan for gender affirmation based on a combination of physiological knowledge, empirical evidence, and patient's preferences and values.

#### **Student Preparation:**

##### **LITERATURE REFERENCES BY SESSION (optional readings)**

Suggested (optional) Readings:

Pediatrics:

1. Adolescent Health Care: A Practical Guide, 6<sup>th</sup> ed. Chapters 38 – 39, pp. 335 – 344
2. Hembree et al. Endocrine Treatment of Transsexual Persons: An Endocrine Society Clinical Practice Guidelines. *The Journal of Clinical Endocrinology & Metabolism*, 94 (9). September 2009. pp 3132 – 3154
3. Ryan, C. Supportive families, healthy children: Helping families with lesbian, gay, bisexual & transgender children. San Francisco, CA: Family Acceptance Project, Marian Wright Edelman Institute, San Francisco State University, 2009

#### **SESSION 2: January 16, 2019**

##### **Psychiatry: Informed Consent and Decision Making Capacity for Gender Affirming Care**

**Session Instructors:** Kristen Eckstrand, MD, PhD; Nicole Rivera, MD

**Description:** Psychiatry has often been seen as a "gatekeeper" to gender-affirming care for transgender individuals. This results in a barrier to obtaining gender affirming care and increased stigma towards mental health. The perpetuation of this stereotype continues due to many physicians feeling uncomfortable performing a medical evaluation that includes an informed consent model of treatment. All physicians should be familiar with how to obtain informed consent for medical and surgical care, how to determine whether current mental distress impedes ability to obtain informed consent, and how to tailor these processes towards consent to gender-affirming care. Using a standardized patient case with feedback from experts in obtaining informed consent for gender affirming care, students will have the opportunity to practice an informed consent interview for gender affirming care, so as to minimize barriers to receiving gender affirming care and unbiased mental health treatment.

**Objectives:** By the end of this session, participants will be able to:

1. Outline the process of informed consent
2. Identify the four components of decision-making capacity
3. Describe how to tailor informed consent to an assessment for gender-affirming hormone care
4. Perform an informed consent interview for gender-affirming hormone treatment with a standardized patient

### **SESSION 3: January 30, 2019**

#### **Gender Affirming Surgery**

**Session Instructors:** Lorelei Grunwalt, MD, Joseph Losee, MD

**Description:** This session will introduce students to pre-operative care and surgical approaches to gender affirming surgery for Trans\* individuals. Students will become familiar with general surgical options available for patients, a multidisciplinary approach to care, principles of effective information exchange and teaming with patients, their families and professional associates, specialty specific responsibilities, adherence to ethical principles and sensitivity to a diverse patient population. Teaching methods include case discussion and interviews with patients. The session is divided into three sections with specific learning objectives for each section.

#### **A. Pre-operative approach**

**Objectives:** upon completion of this elective students will be able to:

1. Describe the integration of all members of the transgender care team. (surgeons, mental health professionals, primary care physicians, endocrinologists).
2. Discuss current standards of surgical care, including WPATH guidelines.
3. Understand the impact of psychological issues, such as body dysmorphic disorder and psychosocial stressors, in patients who present for gender affirming surgery.

#### **B. Operative approach: chest/breast surgery, male and female "bottom" surgery, feminization/masculinization facial surgery**

**Objectives:** upon completion of this elective students will be able to:

1. Discuss the standard of care, including requirements from a multidisciplinary approach for gender affirming chest/breast surgery, "bottom" surgery and facial surgery.
2. Discuss the relevant basic anatomy, various surgical techniques, indications and contraindications for breast augmentation surgery, male and female "bottom" surgery and facial surgery.
3. Discuss long-term post-operative care including screening, maintenance and radiographic considerations.

#### **C. Systems based practice/professionalism**

**Objectives:** upon completion of this elective students will be able to:

1. Describe the general scope of surgical options available to patients.
2. Discuss resources for gender affirming surgery with patients and families.

### **SESSION 4: February 6, 2019**

#### **Reproductive Care for LGBTQ patients**

**Session Instructors:** Sheila Ramgopal, MD, Colleen Krajewski, MD, Stephanie Rothenberg, MD

**Description:** This session will be an overview of gynecologic and reproductive care in Trans\* individuals, as well as a discussion of fertility options for LGBTQ patients. A thoughtful approach to the gynecologic exam will be outlined. Common gynecologic complaints in Trans# patients such as abnormal uterine bleeding, pelvic pain, vaginal atrophy and urinary retention will be reviewed. Indications and surgical technique for hysterectomy and oophorectomy in transmen will be described. We will also explore reproductive needs such as fertility preservation options for transmen and transwomen, contraceptive options, STD screening and pregnancy care and outcomes. Finally, we will discuss fertility options for LGBTQ patients. Teaching methods include didactics and case discussions.

**Objectives: By the end of this session, participants will be able to:**

1. Describe basic gynecologic care in the population
2. Discuss common gynecologic problems and how to evaluate them
3. List the indications for hysterectomy and oophorectomy in transmen
4. Evaluate fertility preservation options for transmen and transwomen, as well as fertility options for
5. LGBTQ patients
6. Counseling trans patients regarding contraceptive options and STD screening

### **SESSION 5: February 13, 2019**

#### **Pediatrics-Sexual and Gender Identity Development**

**Session Instructors:** Gerald Montano, DO, Gina Sequiera, MD, Unoma Akamaguna, MD, Amy Collins, MD, Lindsay Leikam, MD, Brett McAninch, MD

**Description:** In this session, we will use multiple modalities to achieve the above objectives. First, we will use a case based format, to facilitate an in-depth discussion about the development of sexual and gender identities in adolescents and the current recommendations regarding the administration of pharmacologic therapy for transgender youth. Second, we will invite an adolescent from the LGBTQ community, along with their respective parent, to provide their experience with: discovering their own sexual or gender identity, the coming out process, parental reaction to the disclosure of sexual orientation or gender identity, and the parent's personal journey in accepting and supporting their sexual or gender minority child.

#### **Objectives:**

1. Describe the development of gender and sexual identity in adolescents
2. Explain the impact parental acceptance and support has on mental health outcomes for transgender, gender-expansive, bisexual, lesbian, and gay youth
3. Recognize the current recommendations regarding the pharmacologic management of transition care for transgender youth
4. Discuss strategies for engaging youth and young adults in the clinic setting

### **SESSION 6: February 20, 2019**

#### **Adult Medicine - Health promotion and disease prevention in LGBT adults**

**Session Instructors:** Eloho Ufomata MD MS, Ken Ho MD MPH

**Description:** This session will focus on teaching the clinical skills to effectively screen and counsel adults on the prevention of cardiovascular disease, sexually transmitted infections, HIV, and cancers. We will discuss population specific risks for cardiovascular disease and cancer screening, as well as disparities in screening practices and outcomes. We will also deeply explore sexuality in the setting of obtaining a complete history, including orientation and sexual behaviors, with the aim of counseling our patients in a sex positive manner. We will also address specific screening methods for STIs, and the use of pre-exposure prophylaxis to prevent HIV, as well as population specific considerations regarding screening and management of HIV. This will be accomplished by facilitated small group discussion of case vignettes, and role play of patient scenarios.

**Objectives:** Following completion of the session, learners will be able to:

1. Elicit relevant information about sexual history, sexual practices, and gender history in an inclusive and non-judgmental manner
2. Apply the guidelines for screening of sexually transmitted infections in adults, and prescribe pre-exposure prophylaxis (PrEP) for Human Immunodeficiency Virus (HIV)
3. Discuss disparities in cardiovascular care and cancer screening for LGBT patients

### **SESSION 7: February 27, 2019**

#### **Ethical Issues in LGBTQ Healthcare**

**Instructor:** Morgan Faeder, MD, PhD

**Description:** We will discuss commonly encountered ethical considerations relevant to LGBTQ healthcare, including the role of physician as gatekeeper for patients seeking gender affirming care, unmarried partners as surrogate decision makers, and other topics that arise during the preceding sessions of the course. We will use a primarily case-based discussion format, with the inclusion of a short commentary to be read in-session, time permitting.

**Objectives:** After participation in this session, students will be able to:

1. Define the basic principles of medical ethics: beneficence, autonomy, nonmaleficence, and justice.
2. Frame an ethical question in terms of these principles
3. Discuss and evaluate their own understanding of ethical issues that are commonly encountered in providing healthcare to LGBTQ individuals

**Student Preparation:** Students will come prepared to reflect on their experiences throughout the duration of the mini-elective, participate in a group debriefing discussion and complete an evaluation.