



Professional Enrichment Course

University of Pittsburgh School of Medicine

Office of Medical Education

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Principles of LGBTQ+ Health Professional Enrichment Course

Enrollment Period:	Winter/ Spring 2023
Course Dates:	Jan 10, 24, 31 and Feb 7, 21, 28 (6-8pm)
Student Max:	20
Class Year:	MS1 and MS2
Course Director:	Eloho Ufomata MD MS, Kristen Eckstrand MD PhD, Morgan Faeder MD PhD, Suzi Templer DO
Course Administrator:	Eloho Ufomata (elu9@pitt.edu)
Location:	Virtual, zoom
Registration:	Via Amp Up during registration period
Course Description:	<p>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 sexual orientation and gender identities 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.</p> <p>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.</p> <p>We welcome students who identify anywhere on the gender and/or sexuality spectrum, including those who consider themselves straight and cis-gender. No prior knowledge about these issues is required; some readings will be assigned</p>
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.
Pre-Requisites:	None
Requirements:	<ol style="list-style-type: none"> 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 5/6 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.
Texts:	None

Session Descriptions

Ethical Issues in LGBTQ+ Healthcare

Session Instructors:

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.

Surgical Gender-Affirming Care

Session Instructors:

Description: This session will use case studies to frame a deep discussion of the surgical aspects of gender-affirming care. Students will also become familiar with general surgical options available for patients through a multidisciplinary approach to care, as well as navigating common challenges and post-surgical care. The overall goal of the session is to provide students with the necessary tools to understand the current surgical management of gender affirming care and to be able to appropriately counsel patients on these treatments.

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

1. Discuss the recommendations for management as outlined by the World Professional Association for Transgender Health (WPATH) Standards of Care.
2. Discuss the standard of care, including requirements from a multidisciplinary approach for gender affirming chest/breast surgery, “bottom” surgery and facial surgery.
3. Discuss the relevant basic anatomy, various surgical techniques, indications and contraindications for breast augmentation surgery, male and female “bottom” surgery and facial surgery
4. Execute a treatment plan for gender affirmation based on a combination of physiological knowledge, empirical evidence, and patient’s preferences and values.

Suggested (optional) Readings:

1. Ettner R., Monstrey S., Coleman E. Principles of Transgender Medicine and Surgery, Edition 2. Routledge, 2016.

Adult Medicine - Health promotion and disease prevention in LGBTQ+ adults

Session Instructors:

Description: This session will focus on exploring 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 then discuss population specific risks for cancer screening, specifically HPV, as well as disparities in screening practices and outcomes. We will also consider the use of preexposure prophylaxis to prevent HIV. We will incorporate facilitated small group discussion and use role-play scenarios actors to allow for a robust session.

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

1. Recognize how to elicit relevant information about sexual history, sexual practices, and gender history in an inclusive and non-judgmental manner
2. Discuss the importance of screening for and immunizing against the human papilloma virus (HPV)
3. Apply the guidelines for preexposure prophylaxis (PrEP) for Human Immunodeficiency Virus (HIV)

OB/GYN Care for LGBTQ+ patients & Gender Affirming Pharmacology

Session Instructors:

Description: This session will be an overview of endocrinologic, gynecologic and reproductive care in trans individuals, as well as a discussion of fertility options for LGBTQ+ patients. Firstly, we will discuss to be addressed will include the physiology of gender affirmation, 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 subsequently discuss common gynecologic and oncologic concerns in LGB and trans such as certain cancers, abnormal uterine bleeding, pelvic pain, and vaginal atrophy. We will also explore reproductive needs such as fertility preservation options for transmen and transwomen and fertility options for LGBQ patients. Teaching methods include didactics and case discussions.

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

1. 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. Describe basic gynecologic care in the population
4. Discuss common gynecologic/oncologic problems and how to evaluate them
5. Evaluate fertility preservation options for transmen and transwomen, as well as fertility options for LGBTQ+ patients

Gender and Sexual Orientation Identity Development

Session Instructors:

Description: This session will use case studies to frame a deep discussion of the development of gender identity and aspects of gender-affirming care. Each case will be explored via group discussion. 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. Discuss the recommendations for management as outlined by the Endocrine Society Clinical Practice Guidelines and the World Professional Association for Transgender Health (WPATH) Standards of Care.

Suggested (optional) Readings:

1. Adolescent Health Care: A Practical Guide, 6th 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

Informed Consent and Decision-Making Capacity for Gender Affirming Care

Session Instructors:

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