

Bridging Curriculum Gaps in Pediatric and Adolescent Gender-Affirming Care through Interprofessional Education



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BEHAVIORAL OBJECTIVES

- Summarize the interprofessional education (IPE) module created to enhance students understanding of interprofessional gender-affirming care
- Assess the effectiveness of the IPE module to strengthen knowledge of gender-affirming care in youth
- Assess the effectiveness of the IPE module to improve student

BACKGROUND

- Individuals who identify as LGBTQI+ continue to face significant health disparities. Barriers to care include lack of access, issues with insurance coverage, and a lack of professionals with adequate education, training and comfort in practicing transgender medicine.
- Collaborative and team-based care is known to be more effective, therefore it is essential that interprofessional activities are included in curriculums for all health care professional education programs.
- Studies demonstrated that education about transgender health effectively improves knowledge, attitude, preparedness, comfort and willingness to provide care for gender diverse individuals
- Education in transgender medicine should be a fundamental requirement across many specialties which should include cultural competency and diversity training that addresses gender identity and sexual orientation issues.

OBJECTIVES

Our objective was to develop an interprofessional educational (IPE) module to improve students' perceptions of interdisciplinary care teams and knowledge of evidence-based gender-affirming care for gender-

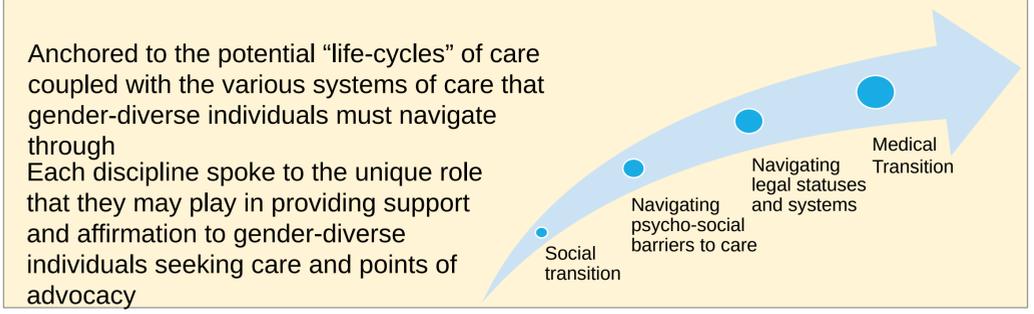
METHODS

- Faculty team developed 15-hour course on pediatric transgender care
 - Asynchronous webinars, virtual patient panel, live case discussions, simulated patient case competition
- Participants completed
 - PACT Self-Assessment pre- and post-course
 - Pre- and post-webinar knowledge assessments
- Survey responses described using descriptive statistics
- Pre- and post- responses compared using Wilcoxon signed-rank test
- McNemar's test was performed to detect changes in the proportion

CONTACT INFORMATION

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Participant Expectations – Before the Live Coursework



Participant Expectations – During the Live Course Week



RESULTS

Demographics

- 25 students took the course, 23 (92%) completed all course elements including pre-post knowledge assessments and surveys
- Most reported having friends or family who identify as transgender and three (12%) self-identified as transgender or non-binary; most students were female (69.6%) and between 24-29 years old (80.0%).

Table 1. Baseline Curriculum Awareness of Transgender Care

	n	%
Exposure to transgender care in your curriculum? (n=23)		
Yes, both transgender children/adolescent and adults	4	17.4
Yes, but only care of transgender adults	6	26.1
Did you already participate in that training prior to taking this IPE course? (n=10)		
No	2	20.0
Yes	8	80.0

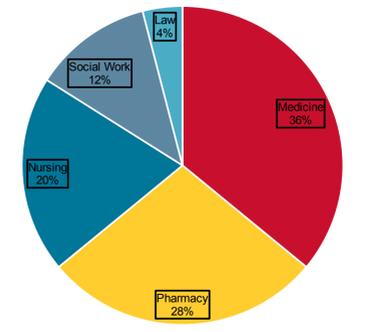


Table 2. Student Knowledge Based Quiz Scores from Didactic Learning

Overall Scores	Median score (IQR)		p value
	Pre	Post	
Pathophysiology and stages of care (11 questions)	9(8, 10)	10(9, 10)	0.1
Pharmacology and Medication Management (8 questions)	4(4, 5.5)	7(6, 8)	<0.0001*
Intersections of Care (6 questions)	6(6, 6)	6(5, 6)	0.6

*p value was computed using Wilcoxon signed-rank test

- Knowledge of evidenced-based care improved overall in 7 to 27 % of students (Table 2)

Table 3. Student Understanding if They Apply IPE Core Values

PACT Questions - I had a good(before)/better(after) understanding of...	Median score(IQR)		p-value
	Before	After	
The benefits of IPE	4(4, 5)	5(5, 5)	<0.0001*
The association between patient safety and IPC	4(4, 5)	5(5, 5)	<0.0001*
How to share information effectively in an IPC team	4(3, 4)	5(4, 5)	0.0004*
The importance of having a shared mental model in an IPC team	4(2, 4)	5(5, 5)	<0.0001*
How to advocate for the patient (e.g., CUS) in an IPC team	3(2, 4)	5(4, 5)	<0.0001*
The importance of offering assistance/asking for help as appropriate	4(4, 5)	5(5, 5)	<0.0001*
The benefits and application of SBAR	4(2, 4)	5(5, 5)	<0.0001*
Interprofessional communication skills such as Repeat Back	4(3, 4)	5(5, 5)	<0.0001*
Team leader use of briefs and huddles	4(4, 4)	5(4, 5)	<0.0001*
Overall median	4(4, 4)	5(5, 5)	<0.0001*

- Rating their personal understanding of IPE values before starting the course and whether they felt they were better after the training, scores improved significantly in all areas (Table 3)

CONCLUSIONS

- Students' overall perception of the importance of IPE and collaborative care improved after completing the course
- Participants' knowledge of strategies to improve communication increased
- Overall knowledge of gender-affirming care significantly improved after viewing the didactic webinars