

Introducing LGBTQ+ Standards of Care and Assessing Medical Student Comfort with Pronoun Usage in Clinical Skills 1 Course.



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INTRODUCTION

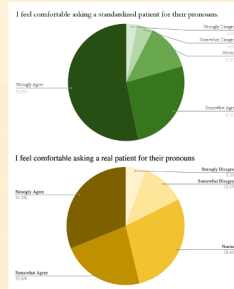
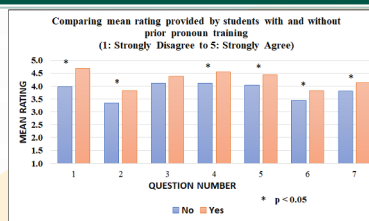
Incorporating standards of care for LGBTQ+ patients in the medical school curriculum will enhance student learning and foster inclusive clinical practices. Our goals are to introduce the LGBTQ+ patient population as a unique group with specific healthcare needs and to teach students how to introduce themselves with their pronouns and elicit a standardized patient's pronouns. We hypothesize that this pronoun training will increase comfort with using pronouns in clinical settings. After assessing student feedback, we hope to expand this initiative to include other gender-affirming clinical practices.

METHODS

- First-year medical students are taught principles of clinical medicine and physical diagnosis at the Kado Family Clinical Skills Center at the medical school, which includes competency in taking a comprehensive and inclusive patient-centered history.
- Under the guidance of the clinical skill instructor, we designed a training resource for medical students that expounded on the importance of validating a patient's identity in a clinical setting and specifying the proper etiquette in requesting pronouns.
- Before the clinical skills instructor shared the training resource, the medical students were requested to complete a pre-training survey. The survey consisted of eight questions, seven of which asked the respondents to rate their familiarity, comfort, and interest in learning to request pronouns in a five-level Likert scale from 'strongly agree' to 'strongly disagree.'
- After training is completed, the students will have multiple opportunities to request pronouns during their standardized patient encounter and get feedback on that interaction. They will also receive the same set of questions through a post-training survey. The pre and post-survey results will be analyzed for statistical significance through a two sample t-tests to assess the impact of training on students' attitudes towards requesting pronouns. A subjective portion of the survey will elicit feedback on the training session for quality improvement. The influence of prior training will also be assessed using the pre-survey data.

RESULTS

- n = 199
- 53.3% of participants reported not having any prior pronoun training
- **Level of Knowledge:** 82.8% (n=198) of participants reported familiarity with introducing themselves with pronouns, and 60.3% (n=199) reported asking for or presenting their own pronouns in clinical settings
- **Feelings of Importance:** 80.8% (n=198) indicated a belief that learning about proper pronoun usage was an important part of the clinical skills curriculum
- **Level of Comfort:** 81.9% (n=199) reported feeling comfortable presenting their own pronouns in a patient interaction, 79.4% (n=199) reported feeling comfortable asking a standardized patient for their pronouns, and 53.8% (n=199) reported feeling comfortable asking a real patient for their pronouns. It is worth noting that 28.6% answered "Neutral/Unsure" (3) for this final question, as compared to 13.1% in the previous question. Similar increases were seen in the "Disagree" (2) and "Strongly Disagree" (1) categories as well
- **Plans for the future:** 70.2% (n=198) reported that they were planning to ask patients about pronouns in their future clinical practice.



1	I am familiar with the idea of introducing myself with pronouns.
2	I have asked for or presented my own pronouns in clinical settings.
3	I believe learning about proper pronoun usage is an important part of the clinical skills curriculum.
4	I am comfortable presenting my own pronouns in a patient interaction.
5	I feel comfortable asking a standardized patient for their pronouns.
6	I feel comfortable asking a real patient for their pronouns.
7	I plan on asking my patients about pronouns in future clinical practice.

CONCLUSION

- The goal of training medical students on pronoun usage is to provide the foundations of gender-affirming clinical practices and expand the medical curriculum to address health issues and clinical care of the LGBTQ+ population.
- Preliminary results suggest that Students who had prior pronoun usage training felt more comfortable overall when asking for pronouns when compared to their untrained counterparts.
- While a majority of students felt comfortable asking for pronouns from a standardized patient, the results were more variable when it came to asking the pronouns of a real patient.
- It was also shown that a majority of the students plan to ask their patients for pronouns in clinical practice, highlighting the importance of increasing their training and level of comfort when asking pronouns.
- We hypothesize that the post training questionnaire will show an increased level of comfort in students when asking for a real patient's pronouns.
- Student feedback will determine the effectiveness of the pronoun usage training and guide future initiatives to incorporate this training in other clerkship courses.

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