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# CURRICULAR APPROACHES TO TRANSGENDER HEALTH IN PA EDUCATION

***AAPA 2021 RESEARCH IN ACTION***

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# DISCLOSURES



- No relevant commercial relationships to disclose.
- No discussion of off-label medication use

# LEARNING OBJECTIVES



- At the end of this session, participants should be able to:
  - Describe the current state of PA education as it relates to transgender health content
  - Recognize known barriers to curricular implementation of transgender health in order to improve PA training

# BACKGROUND: SEX & GENDER



- Sex: biologic variable, chromosomes, gene expression, hormones, anatomy
- Gender: social construct, heavily informed by biologic sex,
- Gender identity: internal sense of being masculine, feminine, both, neither
- Cisgender: sex assigned at birth concordant with gender
- Transgender: Sex assigned at birth not concordant with gender

## BACKGROUND- STATS MATTER



- At least 1.4 Million US Adults
- Experience economic, health access and healthcare disparities at high rates
- Experience abuse and discrimination in a healthcare setting
- Structural and Provider-level barriers to care

## BACKGROUND - EDUCATION



- Little formal medical education
- PA education?
- AAMC called for curricular and climate changes
- ARC-PA
- NCCPA

# METHODS

- Survey selected by PAEA STAR Program
- Included in 2018 Program Survey
- # of hours, content, assessment, faculty, barriers, perceived quality and importance
- Data analysis: descriptive stats, histograms frequencies, proportions, Chi-square and Fisher's exact
- Categorized as "Teaches" = at least one hour of transgender content or "Does not teach"

RESEARCH

## Meet Our Newest Cohort of STARs

BY NIKKI FRIAS // MARCH 14, 2018

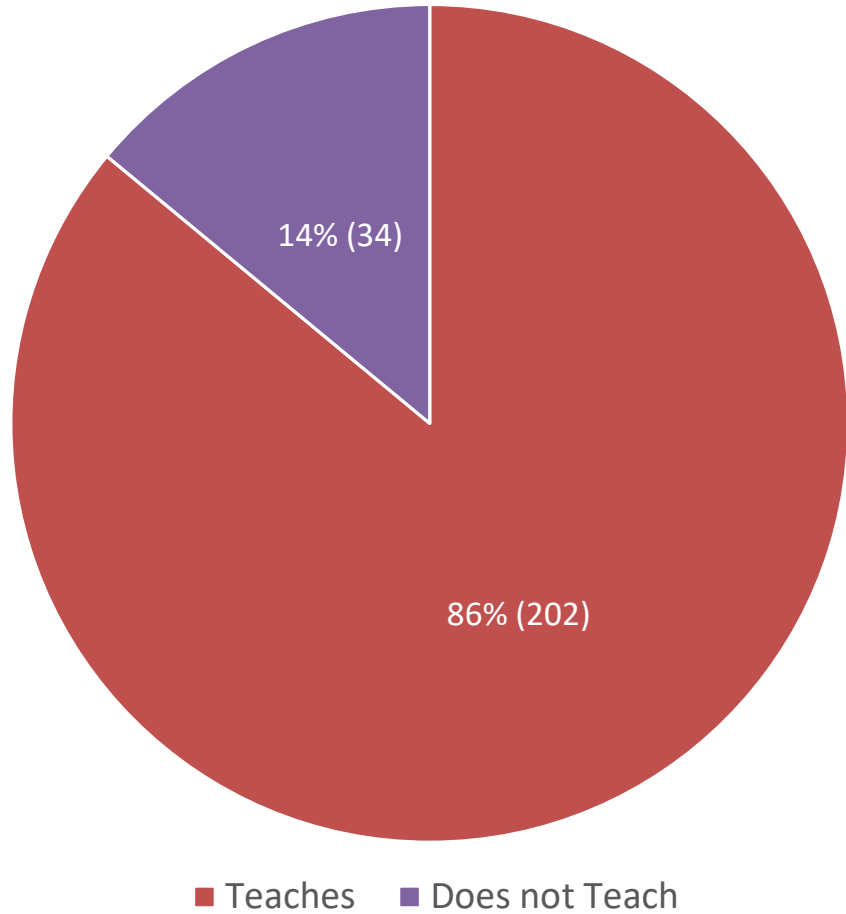


Joanne Rolls (right) and Richard Backman (left) of the University of Utah.

A team of researchers studying transgender health curricula has been selected to receive this year's STAR award.

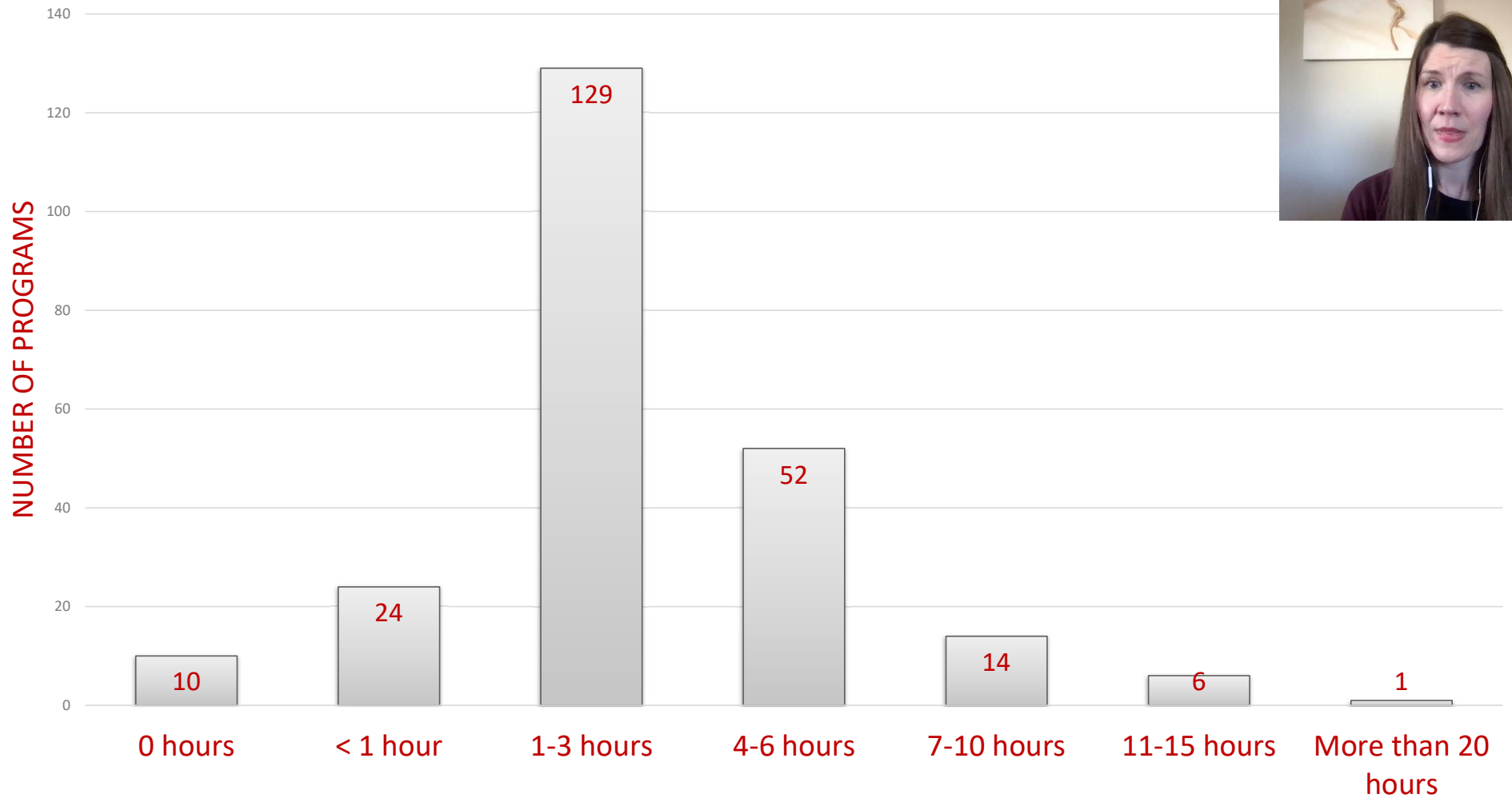


# RESULTS – PROGRAMS TEACHING TRANS HEALTH

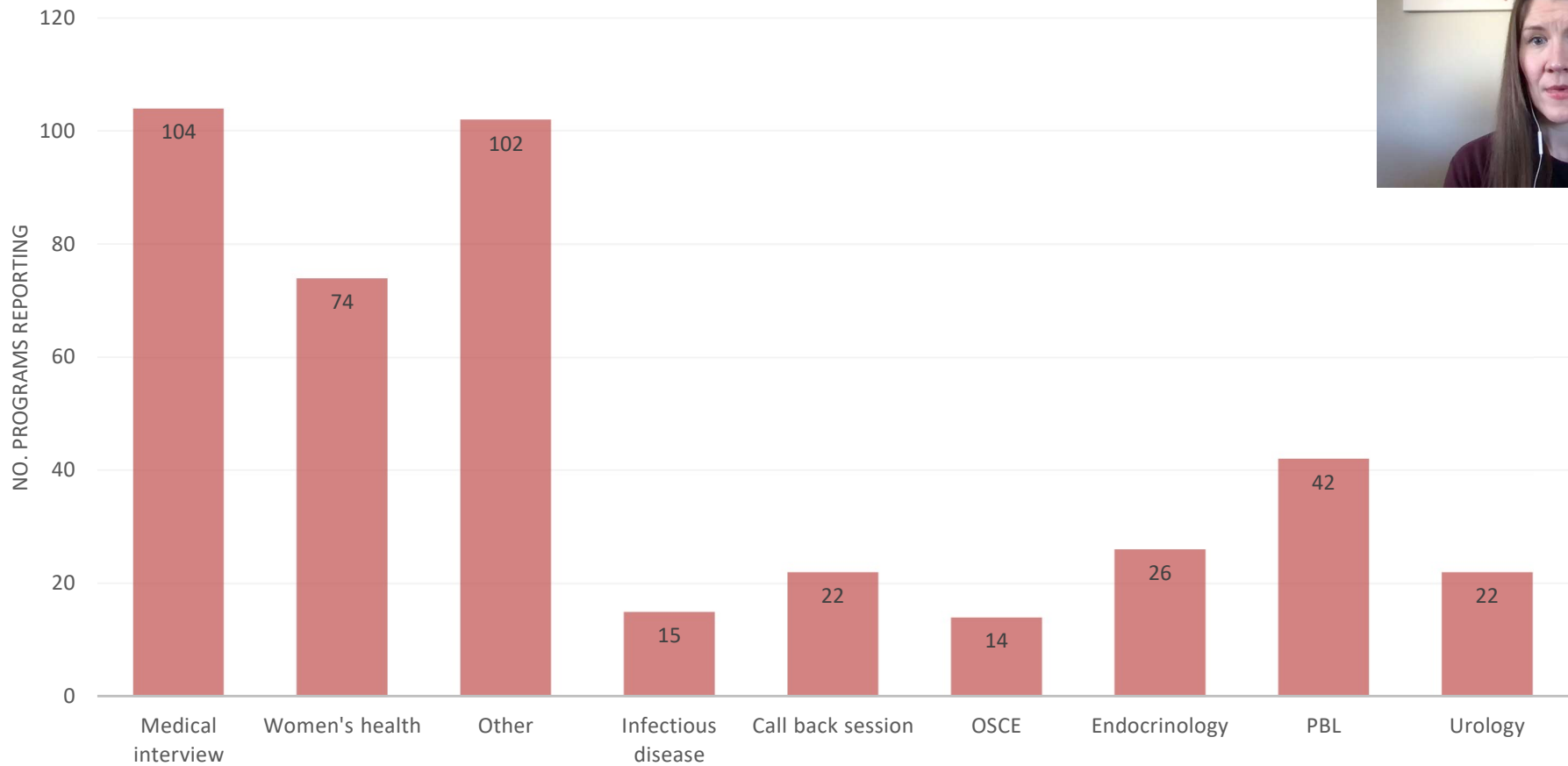




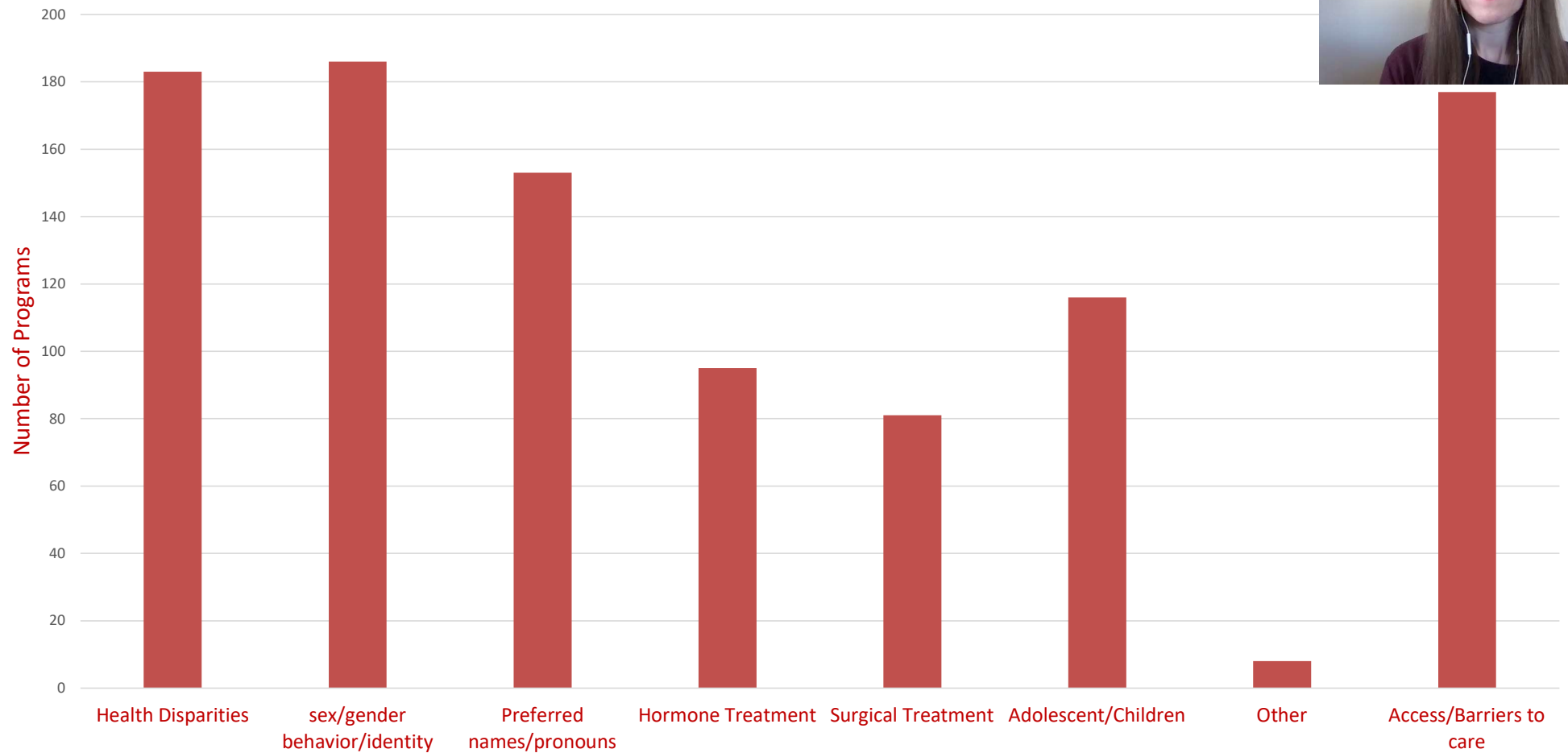
# RESULTS – HOURS DIDACTIC TEACHING REPORTED



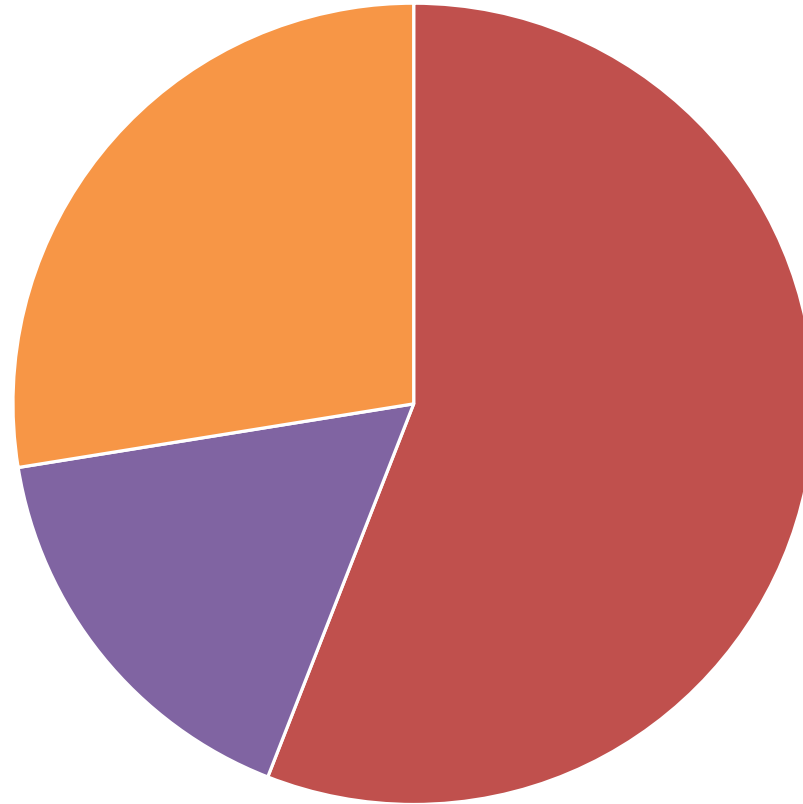
# RESULTS – COURSES WHERE CONTENT DELIVERED



# RESULTS— TOPICS COVERED

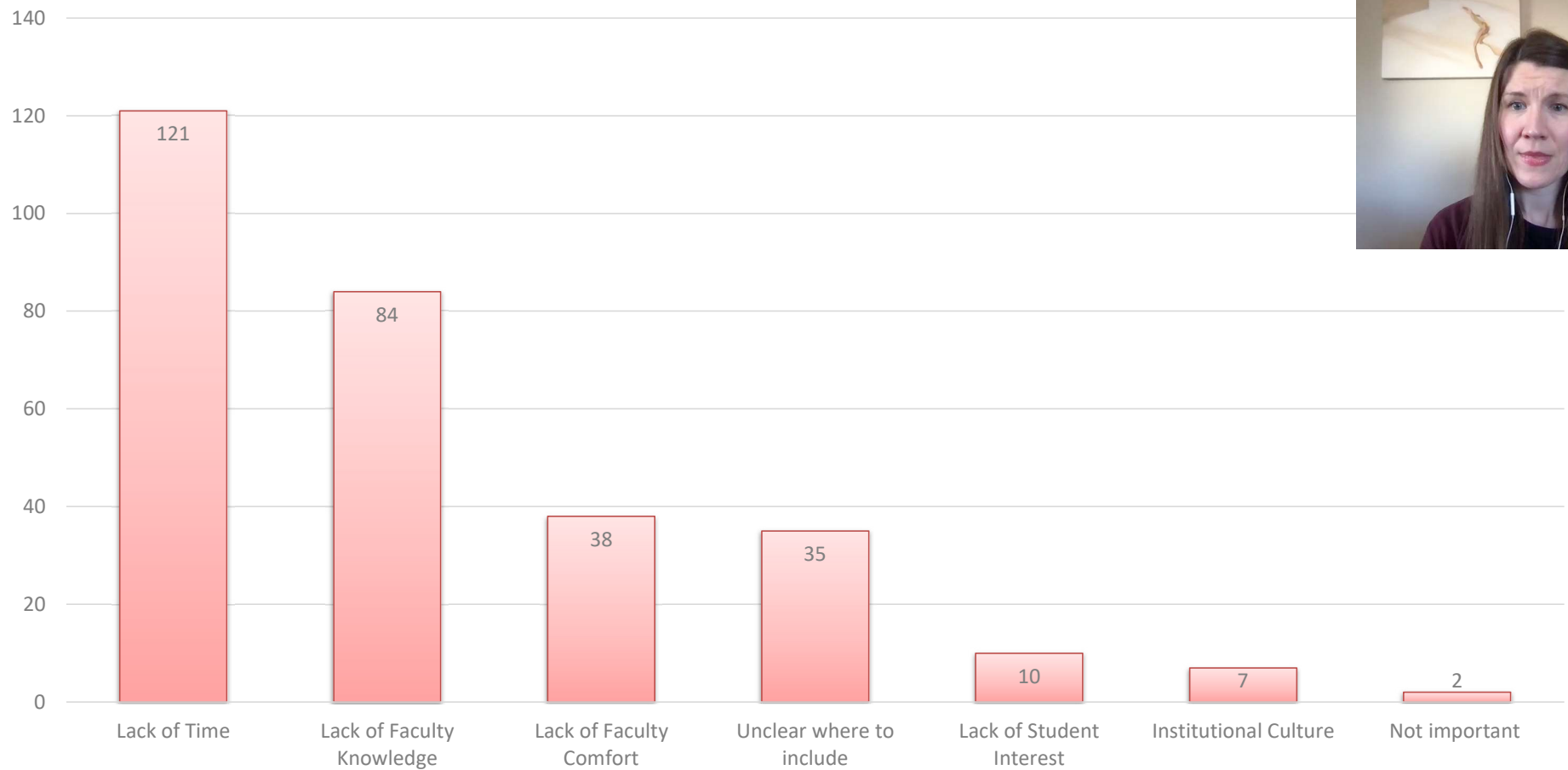


# RESULTS- KNOWLEDGEABLE FACULTY?

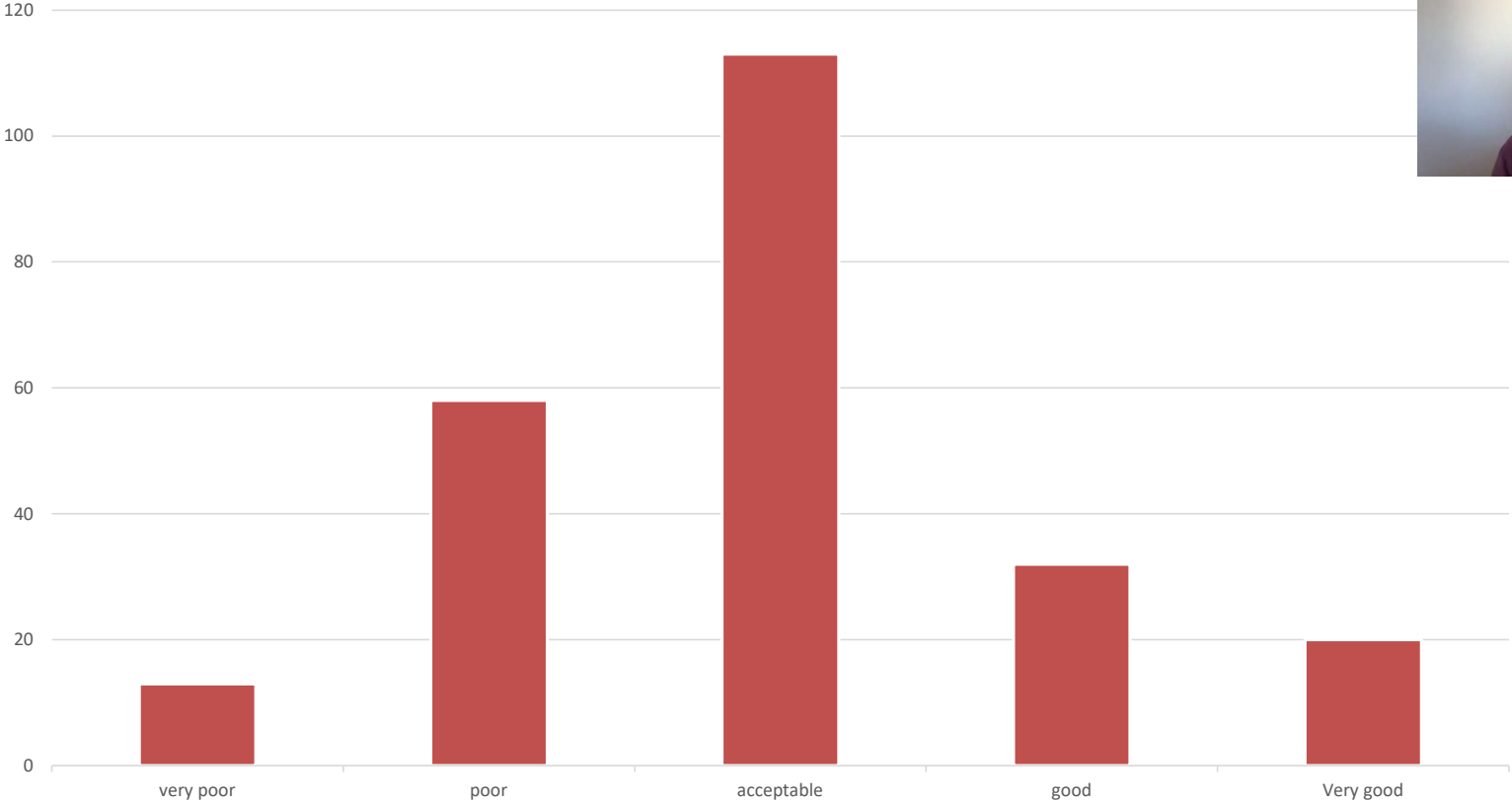


■ Yes ■ No ■ Not Sure

# BARRIERS TO CURRICULAR IMPLEMENTATION



# RESULTS - DESCRIPTION OF OVERALL COVERAGE



	Total n (%)	Does Not Teach n (%)	Teaches n (%)	p-value
<b>Total Respondents</b>	236 (100)	34 (14.4)	202 (85.6)	
<b><u>Region</u></b>				p=0.01
<b>Midwest</b>	53 (22.5)	15 (44.1)	38 (18.8)	
<b>Northeast</b>	75 (31.8)	6 (17.9)	69 (34.2)	
<b>South</b>	78 (33.1)	8 (25.5)	70 (34.7)	
<b>West</b>	30 (12.7)	5 (14.7)	25 (12.4)	

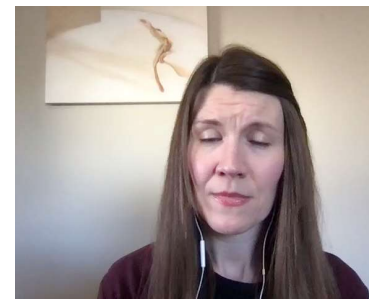


	Total n (%)	Does Not Teach n (%)	Teaches n (%)	p-value
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**How Important to Include in PA Education**

p<0.001

<b>Not at all important</b>	2 (0.9)	2 (5.9)	0 (0)	
<b>Slightly Important</b>	32 (13.6)	12 (35.3)	20 (9.9)	
<b>Moderately Important</b>	83 (36.2)	11 (32.4)	72 (35.6)	
<b>Very Important</b>	80 (33.9)	8 (23.5)	72 (35.6)	
<b>Extremely important</b>	39 (16.5)	1 (2.9)	38 (18.8)	





	Total n (%)	Does Not Teach n (%)	Teaches n (%)	p-value
<u>At least 1 Knowledgeable Faculty Member</u>				p=0.01
Yes	132 (55.9)	12 (35.3)	120 (59.4)	
No	39 (16.5)	16 (47.1)	49 (24.3)	
Not Sure	65 (27.5)	6 (17.6)	33 (16.3)	



# DISCUSSION

- Overall high number of programs teaching at least 1 hour of content
- Most common topics align with cultural competency and healthcare disparities, not medicine topics
- Despite 86% of programs “teaching” only 20% consider “good” or “very good”
- Reassuring
  - Institutional culture as a barrier – only 7 programs
- Gap in education about adolescents and children
- Risk: high association between “teaching” and knowledgeable faculty



## DISCUSSION – STRENGTHS AND WEAKNESSES

- 100% response rate
- Depth of questions
- Possible social desirability bias?
- Possible recall bias?
- Program directors completing survey
- Doesn't capture training in clinical year



## DISCUSSION

- What drives curricular change?
  - 2019 PANCE content blueprint changes
  - 2019 ARC-PA diversity standard
- Next Steps
  - Time-efficient, easy to adopt curriculum using Vanderbilt iterative change model
  - Faculty Development
  - Additional Research



## TAKE HOME POINTS

- Transgender folks are an underserved group who deserve high-quality, safe, and accessible care
- Patients, students, accrediting bodies, will drive the demand for better provider education
- Even before new requirements 84% of programs were teaching this content
- Significant gap in education about children and adolescents
- As there is this high association between “teaching” and knowledgeable faculty, need curriculum not dependent on a single faculty



## ACKNOWLEDGMENTS



- Johns Hopkins University MEHP Program
- Dr. Marjorie Jenkins
- PAEA STAR Award and Research Team
- Academic Medicine

– You can find the full published study here:

[https://journals.lww.com/academicmedicine/fulltext/2020/10000/curricular\\_approaches\\_to\\_transgender\\_health\\_in.35.aspx](https://journals.lww.com/academicmedicine/fulltext/2020/10000/curricular_approaches_to_transgender_health_in.35.aspx)

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# Questions?

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