

## **Medical Student Pathway in Gender, Sexual Health and Orientation**

### **Goal**

To provide UM medical students with a comprehensive, evidenced-based education on gender, sexual health, and sexual orientation.

### **Vision**

A structured curriculum that will give medical students practical knowledge about sex and gender differences and disparities in health care.

This will help students to develop the skills necessary to care for those who identify as LGBTQ+ or sex and gender minorities. We envision a collaborative effort amongst the many professors at the Miller School who have expertise in sex and gender issues to train Miller students to treat patients with sensitivity, understanding, and the highest standard of medical care. This pathway is a product of a collaborative effort from the LGBTQ+ and Sexual Health Education, Services, and Research Consortium at the Miller School of Medicine.

### **Mission**

To offer students a Pathway of Emphasis in gender, sexual health, and sexual orientation that includes ongoing didactics, elective experiences, mentorship from carefully chosen faculty members, and a final scholarly project in the student's area of interest.

### **Learning Objectives**

After completing this pathway of emphasis, students will have:

1. Broad knowledge about the LGBTQ+ community as well as sex and gender disparities (both historically and currently) in healthcare.
2. An understanding of common sexual dysfunctions that present throughout the lifespan.
3. Competence in culturally relevant, evidence-based preventative medicine for patients who present with issues related to gender, orientation, or sexual functioning.
4. Competence in a least one area of sex and gender specific medicine, sexual health, or LGBTQ+ healthcare as demonstrated by their presentation of a final project/thesis.
5. The foundation necessary to advocate for sex and gender minorities as well as the LGBTQ+ community in general.

## **Introduction**

Research has demonstrated that both sex, sexuality-related, and gender differences significantly alter the health of patients and the quality of healthcare they receive.<sup>iii</sup> The impact of sex and gender on both pathophysiology and subsequent patient care is often overlooked or underappreciated by practicing clinicians. This may be rooted in a failure of the medical education system to devote specific curricula highlighting sex, sexuality, and gender differences in healthcare.<sup>iv</sup>

One specific, but illustrative example of such a failure is evident in both practicing and burgeoning physicians understanding of LGBTQ+ healthcare. Despite significant progress in the civil rights of LGBTQ+ citizens, these individuals still face discrimination and disparity. This discrimination often extends to a setting where all expect to feel safe and cared for—the clinic or hospital.<sup>v</sup> An increasing number of physicians are realizing the growing need for LGBTQ+ training in medicine. There is considerable room for improvement in sensitivity, knowledge, and even basic nomenclature relevant to the respectful care of this patient population.

The LGBT Medical Education Research Group at Stanford has worked to highlight the relatively meager amount of time that medical schools across the country devote to LGBTQ+ studies.<sup>vi</sup> The Miller School has already taken important steps to combat this trend. Students at Miller are fortunate enough to have LGBTQ+ educational session as a part of our standard curriculum and programs such as SafeSpace are improving the sensitivity of our faculty and staff regarding LGBTQ+ issues. The basics of LGBTQ+ care are taught and provide a helpful introduction to students who have not received any education on this subject. To adequately train students in the treatment of the unique medical and psychiatric issues of these individuals, however, requires a more in-depth training program with a clear set of core competencies.<sup>vii</sup> More focused coursework and training will be especially useful for students who wish to tailor their practice towards treating LGBTQ+ patients or who plan to work in areas where they will work with LGBTQ+ patients.

For this pathway, sex, sexuality, and gender in healthcare studies could include, but would not be limited to: the study of health disparities and differences between men and women, the study of LGBTQ+ healthcare disparities, the study of LGBTQ+ medicine/psychiatry, and the study of gender identity in both adults and adolescents.

The well-rounded physician is able to treat patients from all walks of life. This pathway of emphasis would provide students with an invaluable education and would give Miller students the tools necessary to become leaders and change-makers in the world of gender, sexual health and orientation in healthcare. The University of Miami Miller School of Medicine has a deep commitment to embracing diversity and treating underserved populations; this pathway would simply be a logical extension of that mission.

## **Admission**

Students will be admitted to the pathway during their first year of medical school, following a similar application process to other pathways of emphasis. The application will include a short essay describing the student's interest in gender, sexual health and orientation in healthcare, and how they feel they could contribute to the mission of the pathway using the standard online application form for UMMSM pathways. As with all pathways, there will be informational sessions and information posted on the Medical Education website prior to the application cycle so that interested students can learn more about whether or not the pathway is right for them.

Students must be in good academic standing in order to be accepted into the Medical Student Pathway in Gender, Sexual Health and Orientation.

## **Requirements**

The requirements for the Gender, Sexual Health and Orientation Pathway are designed to ensure that each student has the opportunity to pursue a project in-depth (Req. 1), yet has exposure to a variety of experiences in the Gender, Sexual Health and Orientation Pathway (Req. 2), and participates in an ongoing group exploration of the gender, sexual health and orientation in healthcare concepts (Req. 3). Each student will be assigned a faculty mentor, who will be responsible for meeting regularly (at least once each semester) with the student regarding the in-depth scholarly project.

Requirement Summary:

1. Completion of a faculty-mentored, in-depth scholarly project.
2. Completion of at least 75 hours (logged) of ongoing experiences (see below) in the Gender, Sexual Health and Orientation Pathway throughout the four years of medical school.
3. Participation in at least 8 of 10 Pathway meetings during the 2<sup>nd</sup> Year.
4. Participation in at least 8 of 10 Pathway meetings during the 3<sup>rd</sup>/4<sup>th</sup> Years (at least 4 meetings/year).

### **Requirement 1: Focused Project**

This is a student directed project that contributes to a greater understanding of important issues in gender, sexual health and orientation in healthcare. Students have broad discretion in choosing a topic and methods, and we anticipate a wide variety of projects. Examples might include:

1. Writing, publishing, and presenting a research project.
2. Publishing a literature review.
3. Publishing an academic paper related to ongoing experiences (see Req. 2).
4. Starting a community outreach or volunteer program.

5. Working on local policy related to Gender, Sexual Health and Orientation in healthcare.

In all cases, the student must explicitly indicate how their work contributes to the understanding of an important medical issue related to Gender, Sexual Health and Orientation. They must meet with their faculty advisor at least once per semester. We expect that a typical project will take a total of at least 50 hours of student time over the course of their enrollment in the Gender, Sexual Health and Orientation Pathway.

### **Requirement 2: Ongoing Experiences**

Opportunities to learn about the practice of LGBTQ+ medicine are available at Miller and elsewhere in South Florida. Students may choose to participate in a variety of ongoing experiences or focus their time (75 hours) in a particular location. Students may propose their own experiences\*, but some available options include:

#### **Clinics:**

- Transgender Health Clinics (run by Dr. Salgado)
- The Healing Place: Behavioral medicine clinic that focuses on treating the psychiatric comorbidities of HIV/AIDS patients (run by Dr. Luminita Luca).
- Behavioral Health Department Center on Aging: LGBT Older Adults (run by Dr. Samir Sabbag)
- Sexual Health Clinic (ACTS, run by Dr. Friedman, Adolescent Health)
- Transgender STD Testing Clinic, Coral Way (led by Alex Moreno, MPH, Clinical Program Manager, Division of Adolescent Medicine)
- Women's Health Psychiatry (Dr. Jeff Newport)

#### **Outreach/Volunteer Opportunities:**

- MedicOUT and GradOUT
- SafeSpace: Student or Faculty Training
- IBIS Ally Network
- SunServe
- The Alliance for GLBTQ Youth-Miami
- OUTMiami Foundation
- Prideline Youth Services (started by voluntary faculty member Dr. Marilyn Volker)
- Human Rights Campaign
- Lotus House
- Unity Coalition (LGBTQ+ Hispanic Community Organization)
- SAGE
- AIDC Clinical Research Unit

#### **Miller School Electives:**

The Miller School provides a number of electives that may be relevant to students in the Gender, Sexual Health and Orientation Pathway:

- RMC Interdisciplinary Women's Health Elective
- RMC Interdisciplinary Women's Oncology Elective
- Hospitals, Health Care Services, and Access: An Interdisciplinary Inquiry
- Externship: Away rotations, across the country, in LGBTQ+ health are available to third and fourth year students:
  1. Elective in Transgender Medicine at Lyon-Martin in San Francisco
  2. Callen-Lorde Clinic in New York City
  3. Albert Einstein Rotation in LGBT Healthcare
  4. Fenway Health in Boston
  5. Howard Brown in Chicago
  6. J-FLAG: The Jamaica Forum of Lesbians, All-Sexuals and Gays (potential future international collaboration)

\*Please note that students must follow UMMSM policies to apply and participate in these externships. If these experiences are not part of the AAMC Visiting Student Application Service for externships, please refer to the Medical Student Rights and Responsibilities Handbook for guidelines on the process to have the externship approved.

\*Ideas of different experiences from students are encouraged but require a proposal and must be approved by the Gender, Sexual Health and Orientation Pathway Advisory Committee and must follow UMMSM policies for clinical experiences.

### **Requirement 3: Gender, Sexual Health and Orientation Pathway Meetings**

There will be 10 meetings per year\*. A faculty advisor will lead each meeting and present a particular topic in Gender, Sexual Health and Orientation Pathway (ideally related to the faculty member's specialty or field of interest). Additionally, in each meeting, one student will be expected to bring in a relevant article and lead a short journal club. Finally, there will be time for students to discuss their own projects and ongoing experiences and if they choose, further discuss interesting topics related to Gender, Sexual Health and Orientation Pathway in healthcare. Towards the end of the year, students who are nearing completion of their in-depth projects will be expected to briefly present their work to the group.

\*Students will be expected to attend at least 8 out of 10 meetings in order to receive credit for this longitudinal pathway.

#### **Pathway Director:**

Dr. Samir Sabbag

#### **Faculty Advisors:**

Dr. Chris Curry

Dr. Lawrence Friedman

Dr. Robert Irwin  
Dr. Sonjia Kenya  
Dr. Erin Kobetz  
Dr. Willy Prado  
Dr. Chris Salgado  
Dr. Jose Szapocznik  
Dr. Ranjith Ramasamy  
Dr. Jose Carugno  
Dr. Luminita Luca

**Resident Mentors:**

Dr. Fein (OB/GYN Resident)

**Gender, Sexual Health and Orientation Pathway Advisory Committee:**

The Pathway Advisory Committee will consist of at least four people, including the Gender, Sexual Health and Orientation Pathway faculty director, two selected upper class students in the pathway, and at least one liaison member from the Executive Faculty Curriculum Steering Committee. The committee will meet annually to determine whether the student has successfully completed all three of the Gender, Sexual Health and Orientation Pathway Pathway Requirements.

**Gender, Sexual Health and Orientation Pathway Admissions committee:**

TBD

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<sup>i</sup> Regitz-Zagrosek, Vera. "Sex and Gender Differences in Health." *EMBO Rep EMBO Reports* 13.7 (2012): 596-603.

<sup>ii</sup> Miller, Virginia M. "Why Are Sex and Gender Important to Basic Physiology and Translational and Individualized Medicine?" *American Journal of Physiology* 306.6 (2015): 781-88. *American Journal of Physiology*. American Physiological Society.

<sup>iii</sup> Lesbian, Gay, Bisexual, and Transgender Populations: Selected Findings From the 2011 National Healthcare Quality and Disparities Report. October 2014. Agency for Healthcare Research and Quality, Rockville, MD.  
<http://archive.ahrq.gov/research/findings/nhqrdr/nhqrdr11/lgbt.html>

<sup>iv</sup> Miller, Virginia M., Morrisa Rice, Londa Schiebinger, Marjorie R. Jenkins, Janice Werbinski, Ana Núñez, Susan Wood, Thomas R. Viggiano, and Lynne T. Shuster. "Embedding Concepts of Sex and Gender Health Differences into Medical Curricula." *Journal of Women's Health* 22.3 (2013): 194-202.

<sup>v</sup> Fredriksen-Goldsen, Karen I., Hyun-Jun Kim, Susan E. Barkan, Anna Muraco, and Charles P. Hoy-Ellis. "Health Disparities Among Lesbian, Gay, and Bisexual Older

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Adults: Results From a Population-Based Study." *Am J Public Health American Journal of Public Health* 103.10 (2013): 1802-809.

<sup>vi</sup> Mayer, Kenneth H., Judith B. Bradford, Harvey J. Makadon, Ron Stall, Hilary Goldhammer, and Stewart Landers. "Sexual and Gender Minority Health: What We Know and What Needs to Be Done." *Am J Public Health American Journal of Public Health* 98.6 (2008): 989-95.

<sup>vii</sup> Obedin-Maliver, Juno, Elizabeth S. Goldsmith, Leslie Stewart, William White, Eric Tran, Stephanie Brenman, Maggie Wells, David M. Fetterman, Gabriel Garcia, and Mitchell R. Lunn. "Lesbian, Gay, Bisexual, and Transgender-Related Content in Undergraduate Medical Education." *JAMA* 306.9 (2011): n. pag.

<sup>viii</sup> AAMC. *GLBT Students and Patients - GSA - OSR - AAMC* (n.d.): n. pag.