

Submission Id: 2831

Title

Benefits & drawbacks of a virtual, multicampus, interprofessional student journal club focused on LGBTQ health: a case study

Priority 1 (Research Category)

Education and training

Presenters

Lisa Forster, MS, Kelly Nottingham, PhD, MPH, Melissa Thomas, PhD, MSPH, MSA, MSPH, MCHES, C.CHW, Jane Balbo, DO, Bhakti Chavan, MBBS, MPH

Abstract

Context: Following the success of an in-person journal club on LGBTQ health for medical students, investigators adapted the format to a virtual environment enabling students from multiple campuses and health professions to participate. Because LGBTQ content is largely absent from health and medical curricula, the journal club was seen as a potential complementary training tool supporting educational efforts to reduce health disparities among LGBTQ patients in primary care. A virtual, interprofessional student journal club focused on LGBTQ health is a novel concept. Objective: Increase and enhance students' confidence critically assessing scientific literature. Increase students' confidence and comfort levels providing culturally competent care, identifying barriers to care for LGBTQ patients and communicating with LGBTQ patients. Increase students' familiarity with LGBTQ health issues and challenges faced by LGBTQ health professionals. Study Design: Experimental mixed method Setting: Small midwestern osteopathic medical school Population studied: Medical students, health professions students Intervention: Monthly journal club held virtually during 2020 – 2021 school year in the midst of the COVID-19 pandemic. Initial facilitation by faculty, then co-facilitated by students and faculty. Finally, led solely by students. Pre and post-survey measuring LGBTQ confidence and comfort level, knowledge, expectations. Monthly meeting assessment collected feedback on facilitation, article, and topic suggestions. Outcome measures: Change in comfort and confidence levels and knowledge. Results: Six meetings were held with 15 students. Participation rates varied by month. Mean scores on the post survey showed increased confidence providing culturally competent care and identifying barriers to care and harmful practices and increased confidence translating scientific literature. Students gave mixed reviews about virtual attendance. A focus group found the journal club was a beneficial tool to teach about LGBTQ health issues and a helpful opportunity to interact with students across campuses and programs with an interest in improving care for LGBTQ patients. Conclusions: The journal club offered students a safe space to discuss LGBTQ health issues and to tap into faculty expertise. However, a hybrid model combining virtual and in-person components might be better received by students. The journal club can be an effective complementary educational tool.