

# The Implementation of a LGBTQ Health Education Intervention in an Interdisciplinary Mobile Clinic

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## Introduction

- According to the Institute of Medicine (IOM), many healthcare providers “are not trained to provide care for LGBT individuals, and providers themselves report a lack of knowledge about the issues facing their sexual- and gender-minority patients.”<sup>1</sup>
- Less than one third of physicians addressed sexual orientation with adolescents due to lack of comfort with the conversation and uncertainty about addressing orientation, as well as lack of knowledge of resources available to the LGBT community.<sup>2</sup>
- Another study examined nurses’ comfort with the LGBT community and found that 79% had no specialized training with the population, 12% stated they were not comfortable providing care, and 20% wished they had more training available.<sup>3</sup>

## Purpose

- Purpose: To improve the LGBT-Development of Clinical Skills Scale (LGBT-DOCSS), Clinical Preparedness, Attitudinal Awareness, and Basic Knowledge scores of interdisciplinary volunteers from the UI Mobile Clinic
- Enhance the patient satisfaction experienced by the LGBTQ community when accessing healthcare services
- Objective 1: Deliver LGBTQ health education intervention to 20% of *active* UI Mobile Clinic volunteers
- Objective 2: Improve baseline scores on LGBT-DOCSS<sup>4</sup> by 20%
- Objective 3: Improve LGBTQ patient satisfaction scores by 20% from baseline

## Methods

- Project was deemed not human subjects research
- Setting: University of Iowa Mobile Clinic
- Population: University of Iowa Mobile Clinic Volunteers
- Project will be implemented in two separate phases:
  - Educational Phase - Fall 2018
    - Educational module with topics with permission from the National LGBT Health Education Center was available to volunteers on UI Mobile Clinic ICON site from November 2018 - February 2019
  - Clinical Phase - Spring 2019
    - UI Mobile Clinic LGBTQ Clinic held March 16<sup>th</sup>, 2019
    - Data analysis took place from February 2019 - March 2019

## Outcomes

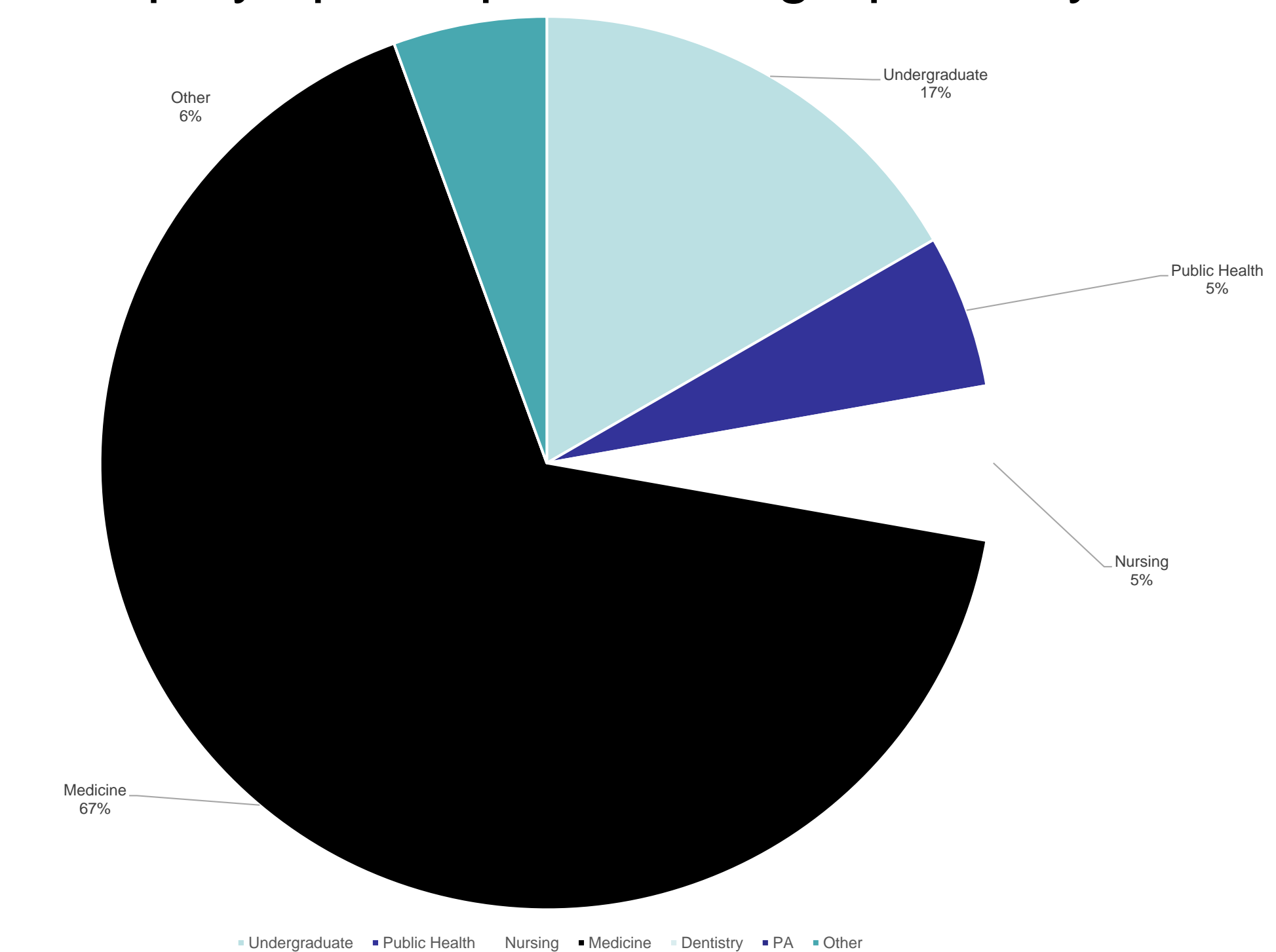
- LGBTQ educational intervention was delivered via ICON to UI Mobile Clinic volunteers
  - Goal – completion by 20% of active UI Mobile Clinic Volunteers
- Qualtrics pre- and post-survey LGBT-DOCSS<sup>4</sup> were completed by participants receiving the LGBTQ health educational intervention
  - Goal - 20% improvement from baseline scores
  - Higher scores indicate higher levels of clinical preparedness and knowledge, as well as less prejudicial attitudinal awareness regarding LGBT clients/patients<sup>4</sup>
- LGBTQ Clinic Intake Form and Patient Satisfaction Survey implemented into UI Mobile Clinic resources for use at future LGBTQ Clinics
  - Partnerships developed with community organizations in order to connect LGBTQ patients with appropriate and accessible services

## Evaluation

- 12% of active UI Mobile Clinic volunteers completed LGBTQ educational module
- 18 respondents completed both the pre- and post-intervention LGBT-DOCSS and provided contact information for participation in UI Mobile Clinic LGBTQ Clinic
- 5 patients attended the Shelter House Clinic with LGBTQ services, but did not identify as LGBTQ
- Paired t-test analysis yielded the following results:

N=18	LGBT-DOCSS	Clinical Preparedness	Attitudinal Awareness	Basic Knowledge
<b>PREDATA</b>				
Mean	5.20	3.67	6.59	5.44
SD	0.71	1.42	0.47	1.01
<b>POSTDATA</b>				
Mean	5.87	4.71	6.64	6.57
SD	0.69	1.18	0.48	0.77
<b>MEAN IMPROVEMENT</b>	13%	28%	1%	21%

- The following graph displays participant demographics by discipline:



## Conclusions

- Project findings included improved scores on the LGBT-DOCSS, as well as the Basic Knowledge and Clinical Preparedness subscales, of volunteers within the UI Mobile Clinic
- The Attitudinal Awareness subscale did not yield statistically significant improvements post-intervention
- Sustainable LGBTQ resources implemented for future UI Mobile Clinic LGBTQ Clinics
- Due to the interdisciplinary nature of the UI Mobile Clinic, data could be applied to various disciplines in order to develop curricula related to care of the LGBTQ community

## References

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