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Title: *Student Pharmacist and Faculty Knowledge of Terminology, Health Concerns, and Attitudes about the Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning (LGBTQ) Population*

Objective/Introduction:

This study's objective is to assess student pharmacist and faculty knowledge of LGBTQ terminology and the attitudes/behaviors they have towards this patient population. Current estimates state that roughly one in twenty patients identify as LGBTQ. Due to historical discrimination and prejudice, these patients are generally mistrustful of the healthcare system and healthcare providers. Demonstrating cultural competency through proper LGBTQ terminology use is paramount for all pharmacists in order to build strong patient-provider relationships. Thus, ensuring student pharmacist and faculty familiarity with such terms is important.

Methods:

An electronic, anonymous Qualtrics survey was released to all current students and faculty of a single accredited pharmacy school for the 2018-2019 academic year (N of 387). The survey instrument consisted of 21 items assessing knowledge of LGBTQ terminology and health concerns, 10 items assessing attitudes and behaviors, and 7 optional demographic questions. Knowledge-based questions were a mixture of true/false and multiple choice. Attitudes and behaviors-based assessments were a series of statements followed by a 5-point Likert scale from strongly agree to strongly disagree. Every question included an option of "I'm not sure" as an answer choice to dissuade "guessing." Each knowledge-based question was analyzed for the percentage of correct responses for all respondents, students alone, and faculty alone. Responses of "I'm not sure" were counted as incorrect for these analyses. A student t-test was conducted to compare students to faculty with an alpha of 0.05. Attitudes-and-behaviors-based questions were analyzed for the most and second most common responses for all respondents, students alone, and faculty alone. This project was declared exempt by the Southern Illinois University Edwardsville Investigational Review Board.

Results:

A total of 152-166 participants responded for a response rate of 39% - 43%. 34% (119/345) of students and 55% (23/42) of faculty responded. Respondents were generally more familiar with sexual orientation terms than with gender identity terms and transgender pharmacotherapy. For example, 99% of all respondents correctly identified "bisexual," but only 43% correctly identified "non-binary." Students were statistically significantly more correct when identifying the term "gay" as compared to faculty (99% vs. 91%, $p = 0.02$). Faculty were statistically significantly more correct when identifying adult female-to-male (FTM) pharmacotherapy as compared to students (26% vs. 10%, $p = 0.03$). Respondents, in general, have beliefs and attitudes that are congruent with culturally competent care, as exemplified by 87% (agree + strongly agree) of all respondents agreeing that using a transgender patient's non-preferred name is distressing to the patient.

Conclusion:

The results of this study suggest that there are deficiencies in knowledge base about LGBTQ terminology among student pharmacists and faculty members, particularly with regards to gender identity terms and transgender pharmacotherapy. This deficiency needs to be addressed in pharmacy school curricula, especially as roughly 5% of patients identify as LGBTQ and the 2016 ACPE Accreditation Standards emphasize cultural competency.