

Piloting an Online, Student-Led, Inclusive Sexual History Training

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Introduction

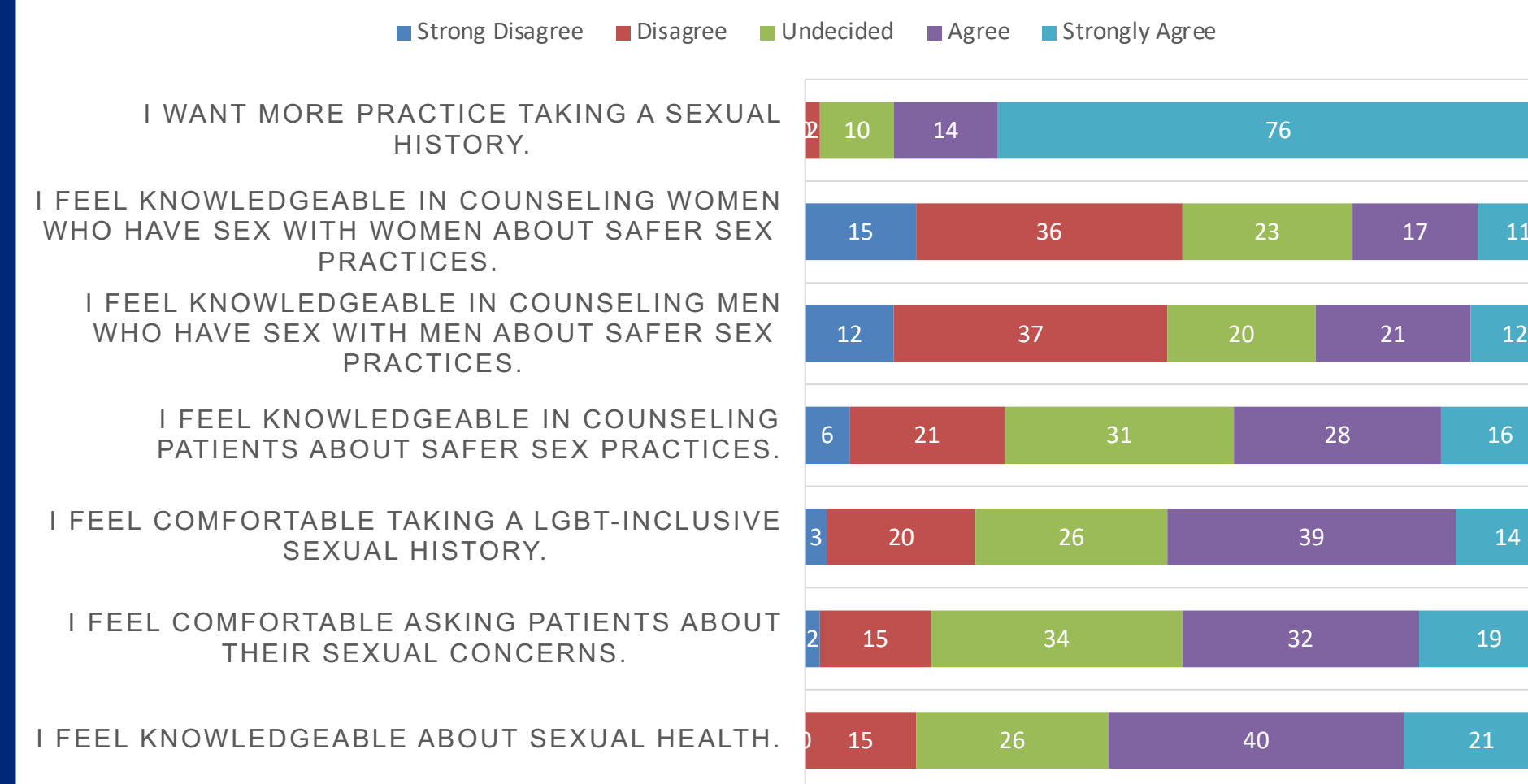
Half of medical students report not receiving adequate training taking a sexual history in medical school. Additionally, medical students report feeling less comfortable taking histories from LGBTQ patients. To address the need for increased sexual education in medical school, we created the first student-led online training to help medical students learn to take LGBTQ (lesbian, gay, bisexual, transgender, and queer)-inclusive sexual histories. Our resource was piloted in the pre-clinical curriculum at Emory School of Medicine.

Methods

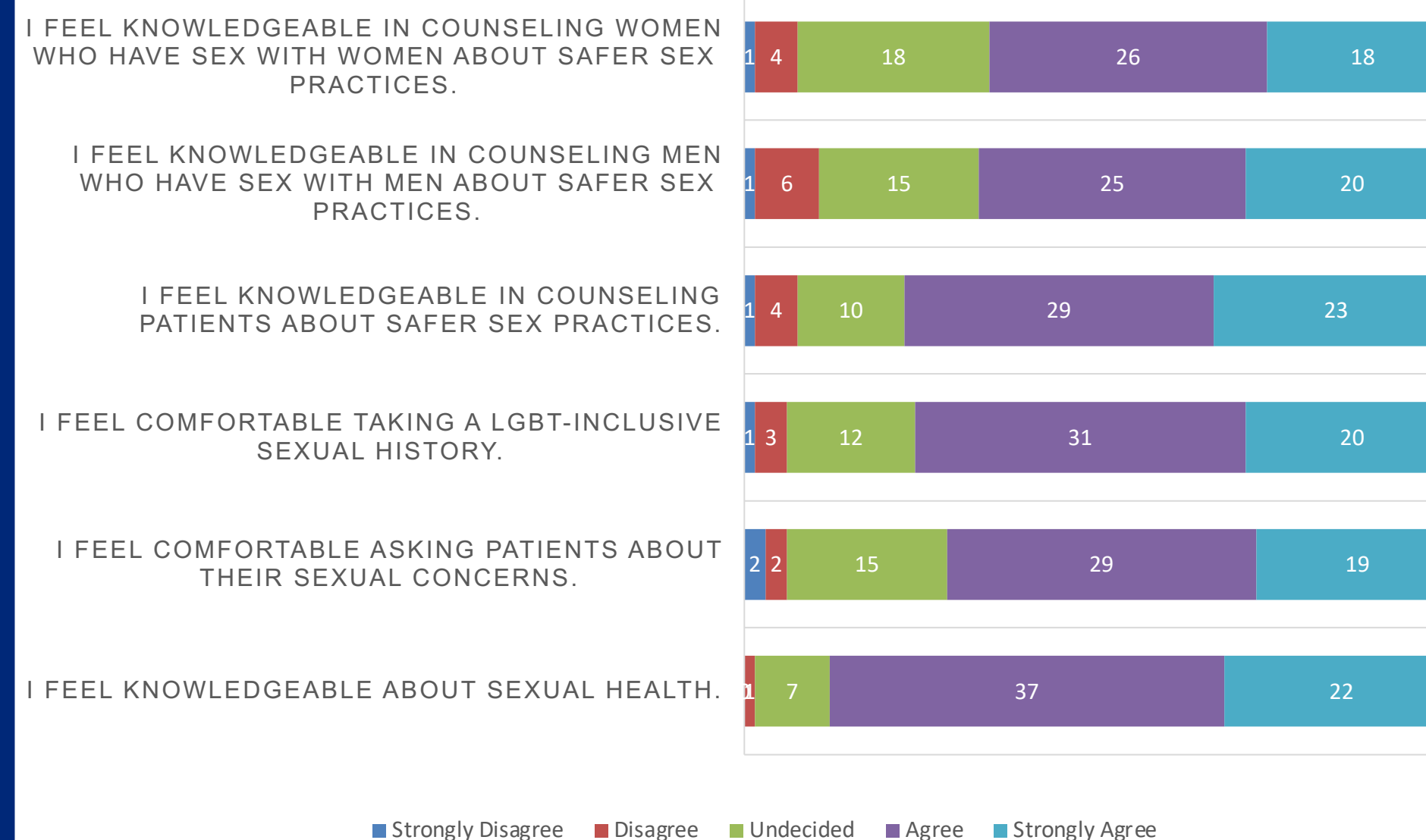
Our educational intervention consisted of a student-led educational video that was integrated into the first-year curriculum for two consecutive years. First-year students completed surveys before and after watching the video. The surveys were not paired; thus, data analysis was conducted in aggregate. The primary endpoint was change in medical students' self-reported confidence ratings regarding their ability to take a sexual history and counsel on safe sex before and after viewing the video.

Results

Select pre-video responses (N=102):

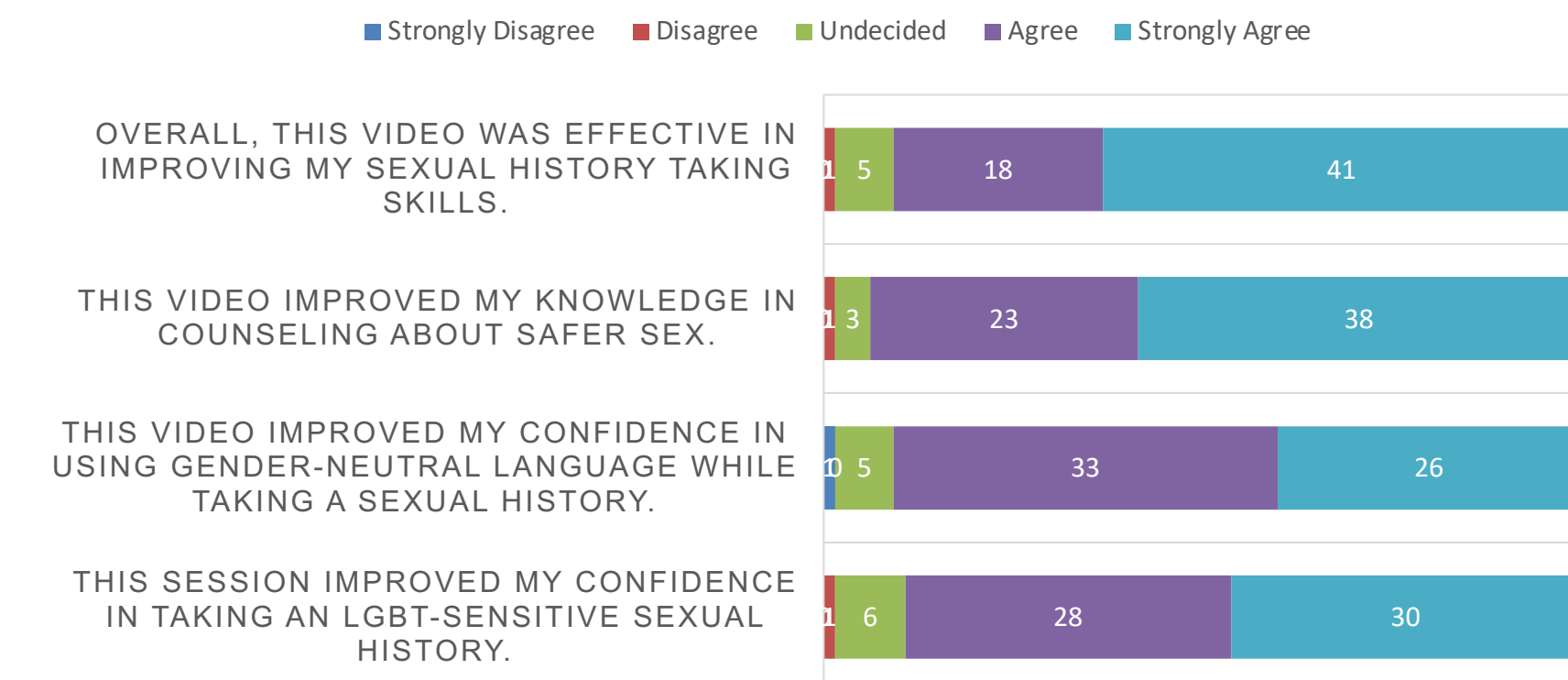


Select post-video responses (N=67):



Results

Post-video satisfaction (N=167):



The most substantial differences in pre and post survey responses occurred in the categories relating to feeling well trained in taking a sexual history, feeling knowledgeable on counseling patients on safer sex practices, and feeling knowledgeable counseling LGBTQ populations on safer sex practices.

Summary and Conclusions

Our data suggests that the use of a student-led educational video increased ratings of confidence and knowledge relating to sexual history taking, especially regarding counseling of LGBTQ populations. Our experience highlights the benefit of peer-led and virtual education in the realm of sexual education for medical students.