

# Implementing an LGBTQ+-specific Curriculum in a Latino Community-based Child And Adolescent Psychiatry Training Program

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## INTRO

- Lesbian, gay, bisexual, transgender and other sexual minorities (LGBTQ+) have been increasingly visible and acknowledged by society.
- Negative societal responses and attitudes continue and contribute to the increased rates of mental health conditions and suicide in youth.
- Many avoid, delay or receive inappropriate or inferior care because of perceived or real discrimination by health care providers and institutions, contributing to increased health disparities in this population.
- Therefore, there is a pressing need to train child and adolescent psychiatry fellows to recognize and address mental health issues in LGBTQ+ patients, while creating a welcoming and safe environment for them and their families.
- The lack of specific curricula in child and adolescent psychiatry programs constitutes a knowledge gap that needs to be addressed, especially in LGBTQ+ families that are part of racial and ethnic minority groups, such as in Latino communities.
- Previous models have been suggested in the mainland but none have been implemented in Puerto Rico.

## PURPOSE

- Address the importance of an LGBTQ+-specific curriculum in child and adolescent training programs.
- Propose an educational model to apply in our program in Puerto Rico with special emphasis on issues specific to Hispanic/Latino youth and their families.

## LESSONS AND POTENTIAL BARRIERS

- Importance of clear guidelines are still needed.
- Support of residency-program leadership is key.
- Near-peer teaching has been successful in discussing diversity topics.
- Potential challenges include limited funding and LGBTQ+-focused clinical electives, weak support from program and/or department/institution leaders, few interested or qualified faculty members with LGBT+ mental health experience, and latent stigma.



**Acknowledgment and Sponsorship:**  
Ponce Health Sciences University  
Psychiatry Department

**Conflict of interest:**  
No disclosures by author

# A specific curriculum is needed to recognize and address mental health issues in LGBTQ+ youth.



## PROSPECTIVE CURRICULUM

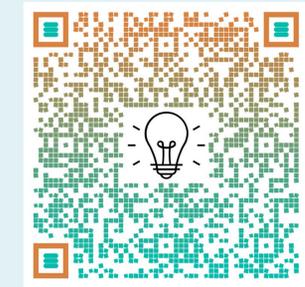
### THEORETICAL CONTENT

- HISTORY OF PSYCHIATRY AND HOMOSEXUALITY
- PSYCHOLOGICAL DEVELOPMENTAL AND LIFE CYCLE
- TAKING A SEXUAL HISTORY IN LGBTQ+ YOUTH
- PSYCHOTHERAPY
- MEDICAL + MENTAL HEALTH DISPARITIES
- TRANSGENDER
- INTERSEX
- DIVERSITY/LGBTQ+ MINORITY STRESS
- IDENTITY + LIFESPAN ISSUES IN LGBTQ+ INDIVIDUALS

### COMPETENCY COMPONENTS

- CLINICAL EXPERIENCES
- KNOWLEDGE-BASED REVIEW
- NEAR-PEER TEACHING
- MENTORSHIP
- SCHOLARSHIP

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## PROPOSED INTERVENTIONS

- Knowledge-based review to connect theory to clinical experiences.
- Clinical experiences that include clinical rotations that have a significant LGBTQ+ component.
- Activities in which fellows convey LGBTQ+-specific knowledge to their peers either by journal clubs or patient-case presentations/discussions.
- Mentorship by the faculty leader of clinical rotation, and by faculty member assigned to discuss progress.
- Participation of events that synthesize and disseminate relevant and/or new knowledge about LGBTQ+ mental health.

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