2026 Davee Foundation Lecture
and Resident Research Day

Abstract

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Title: Optimizing Gender-Affirming Care Education in Family Medicine Residency: A Six-Step Kern Model Approach

Background: Family medicine residents frequently report limited exposure to gender-affirming care (GAC), despite rising numbers of transgender and gender-diverse patients seeking primary care services. This project aims to design and implement a structured, sustainable GAC curriculum within a family medicine residency using the Six-Step Kern Model.

Objectives:
1. Assess baseline resident confidence and perceived competence in core GAC skills (gender-affirming language, hormone initiation and titration, fertility preservation counseling, and peri-operative considerations for gender-affirming surgeries).
2. Identify specific gaps in training and barriers to providing GAC; and
3. Evaluate changes in resident confidence and self-reported preparedness following targeted educational sessions. The primary outcome is the change in pre- and post-intervention REDCap survey scores across these domains.

Methods: This educational intervention study uses a mixed-methods approach within a single family medicine residency program. Guided by the Kern model, an anonymous baseline REDCap survey was distributed to all residents to assess confidence, perceived competence, and specific challenges in providing GAC. Using survey findings and established clinical guidelines, faculty developed a series of focused didactic lectures and informational resources presented during scheduled residency didactics. Content includes foundational terminology, principles of hormone therapy, fertility considerations, and surgical pathways. After the educational sessions, residents complete the same REDCap survey to measure changes in confidence and perceived preparedness. Quantitative data will be analyzed using paired descriptive statistics, and qualitative responses will undergo thematic coding.

Results: Data collection is ongoing.