
Preface

Individuals identifying as lesbian, gay, bisexual, and transgender (LGBT) experience disparities in access and receiving health care, as exemplified in foundational reports including the Institute of Medicine's *The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding* and the National Center for Transgender Equality's *Injustice at Every Turn: A Report of the National Transgender Discrimination Survey*.

As a result, striking advances have been made over recent years to address disparities in the quality of care and health outcomes of individuals who identify LGBT. These improvements address all aspects of personhood and across the healthcare system from the clinic environment, patient-provider interactions, and quality medical care. The result is improving access to and receipt of quality care by LGBT individuals. The breadth of information available for health care practitioners is exciting; however, synthesizing emerging research and new guidelines into the patient care encounter can be overwhelming to healthcare providers unfamiliar with the health needs of LGBT patients. Furthermore, challenges arise when defining what is core clinical knowledge for all practitioners and what is specific to different clinical specialties. For example, what information do all healthcare providers need to know to provide quality care for LGBT individuals versus what information do Pediatricians need to know? Surgeons? Dermatologists?

The purpose of this book is to serve as a guide for LGBT preventive and specialty medicine that can be utilized within health professions education from students, residents, and healthcare practitioners. The book begins with core information on providing care to LGBT individuals relevant to all healthcare practitioners. Subsequent chapters address best practices in specialty and subspecialty care, providing depth beyond core clinical concepts. Across chapters are threads of information related to healthcare systems, patient advocacy, and sociopolitical climate as they relate to clinical care. Specific attention is paid throughout the text to how we can ensure our healthcare systems are better designed to accommodate the needs of LGBT patients. Each chapter is accompanied by learning objectives linked to the Association of American Medical Colleges' *Professional Competencies to Improve Health Care for People Who Are or May Be LGBT, Gender Nonconforming, and/or Born With DSD*. This text is thus aligned with emerging best practices in education and training to facilitate the understanding and acquisition of key concepts.

It is our hope that this text will inform quality health care for LGBT patients, ultimately reducing the inequities in health care faced by LGBT individuals and improving the health of LGBT communities.

Nashville, TN, USA

Kristen L. Eckstrand
Jesse M. Ehrenfeld

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Eckstrand, K.L.; Ehrenfeld, J.M. (Eds.)

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