Health disparities are well documented amongst sexual and gender minori


gy (SGM) individuals across the lifespan. In 2021, United States medical education training programs lacked explicit accreditation standards pertaining to the provision of care with consideration for sexual orientation and gender identity (SOGI). Recent changes to Physician Assistant (PA) program accreditation standards require graduates to care for patients with consideration for SOGI.

**SPECIFIC AIM**

This poster aims to provide PA programs and educators insight into strategies for implementing SOGI content into both preclinical and clinical training for students based on experiences at three programs that are national leaders in SOGI curricular implementation.

**DESCRIPTION AND METHODOLOGY**

This work illustrates preclinical and clinical strategies, the timing of curricular delivery, instructor and facilitator coaching, tactics in interprofessional education, curriculum delivery, and evaluation in regards to SOGI. These case reports are derived from a convenience sample from 3 accredited PA programs. Descriptive statistics and qualitative analysis of subjective responses were used to describe program data and course evaluations. Authors explored each program's ability to meet ARC-PA diversity and inclusion standards, institutional diversity, equity, and inclusion (DEI) objectives, and revised 2019 NCCPA task area requirements regarding SOGI. Resources for program improvement, curricular development, and continuous curricular quality improvement are provided.

"I feel I’ll be more cognizant of the social barriers for the LGBTQ community. This rotation has also motivated me to seek a career at community centers with large LGBTQ populations in the future." – student

**RESULTS**

Examples of curricular integration pertaining to sexual orientation and gender identity ranged from education on the patient-centered use of names and pronouns, lectures in clinical medicine, pharmacology, and patient assessment/counseling courses; inclusion in case-based learning examples.

**TERMINOLOGY & CITATIONS**

<table>
<thead>
<tr>
<th>Program</th>
<th>Preclinical Phase</th>
<th>Clinical Phase</th>
<th>Additional Learning Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duke PA Program</td>
<td>Session during initial orientation to PA school delivered by SGM health program including use of pronouns; lectures in clinical medicine, pharmacology, and patient assessment/counseling courses; inclusion in case-based learning examples</td>
<td>Optional LGBTQ+ modules in primary care clinical rotation; LGBTQ+ Health elective; social history practice with SP at onset of women's health clinical rotation</td>
<td>Interprofessional workshop series to support sexual &amp; gender diversity</td>
</tr>
<tr>
<td>University of Utah</td>
<td>Integration and inclusion in multiple courses across the pre-clinical phase which includes: ascertaining preferred name and pronouns, understanding sexual orientation, gender identity, unconscious bias, health care and health access disparities, SGM and transgender patient panels, initiating and maintaining gender affirming hormone therapy, case-based learning, OSCEs, Community Engaged Master’s Research Projects</td>
<td>Optional modules available throughout the clinical phase: Elective interprofessional transgender health rotation (primary care, plastic surgery, voice therapy, adolescent medicine). Plastic surgery elective with trans health focus. SGM data tracked via patient logging software.</td>
<td>SGM student scholarships awarded to attend GLMA, Grand Rounds, Transgender Health Journal Club</td>
</tr>
<tr>
<td>Yale School of Medicine PA Online Program</td>
<td>SGM health lectures in clinical medicine, pharmacology, and patient assessment, an integrated Learning Cases. Interscholastic, Interprofessional Learning Activity involving an SGM patient scenario. The Yale PA Online Program created the Virtual Interprofessional Education (VIEP) collaborative, a multi-institutional VIEP initiative. It includes over 400 students, 27 universities, 21 professions in over 14 countries. The VIEP synchronous activity engages students in a video conferencing platform in interprofessional groups led by a facilitator who utilizes problem-based learning (PBL). The SGM VIEP case included multiple different medical and social elements to include all professions. Students discuss their roles in the care of the SGM patient.</td>
<td>Clinical Elective in SGM health which covers best practices in sexual history taking, gender identity and expression in children and adolescents, treatment goals, gender affirming surgical procedures, anorectal health including anorectal exams, standard anoscopy, rectal STI screening, anal cytology and HPV, common anorectal diagnoses and clinical management, HIV epidemiology, HIV prevention technologies, primary care needs of MSM, extranal STIs, advanced cases and reflections. OSCE utilized a transgenger standardized patient scenario.</td>
<td>Opportunities to participate in clinical electives with member of the LGBT PA Caucus</td>
</tr>
</tbody>
</table>

**CONCLUSION**

The didactic and clinical approaches presented allowed each participating program to meet its goals in respect to ARC-PA, NCCPA, and DEI objectives. As PA programs continue or begin to implement SOGI curricula to meet ARC-PA standards and NCCPA content expectations, a focus on an iterative instructional design model to encourage inclusion of this content across didactic and clinical PA curriculum is crucial. A variety of curricular options that can be cultivated into individual programs can expedite curriculum integration. Educators should explore the potential of shareable SOGI health topic models across PA programs and assess longitudinal effectiveness of SOGI curricula.