

Supplementary file 6: Characteristics of training

Author, year, name of programme	Training content and topics	Method of delivery	Intensity	Developer(s) and deliverer(s)
Altmiller et al 2023 [24]	<p>[I]</p> <ul style="list-style-type: none"><li>- Virtual patient simulation (VPS) scenario of caring for a transgender adult</li><li>- Lecture on sexual health issues/transgender care/maintaining health in the community setting</li><li>- Terminology and appropriate use of pronouns</li></ul> <p>[C]</p> <ul style="list-style-type: none"><li>- Lecture on sexual health issues/transgender care/maintaining health in the community setting</li><li>- Terminology and appropriate use of pronouns</li></ul>	<p>[I]</p> <p>Pre-test, lecture, VPS scenario, post-test</p> <p>[C]</p> <p>Pre-test, lecture, post-test</p>	Activities over 3 week period	<p>VPS product from a company specialising in educational content for healthcare professions and nursing education</p> <p>Lectures delivered by course instructors; VPS delivered via web-based platform allowing students to interact with patients in specific contexts that support practicing and applying nursing skills</p>
Bauman and Hale 1985 [25]  'Caring for the homosexual patient: a consciousness-raising seminar'	<p>[I]</p> <p>Elective module within University of Arizona College of Medicine 'Preparation for Clinical Medicine' course. Aims:</p> <ol style="list-style-type: none"><li>1. Develop positive and caring attitudes towards homosexual people</li><li>2. Improve medical knowledge in areas of risk for homosexual patients</li><li>3. Observe and learn from history taking techniques to establish patient rapport</li></ol> <p>First session focused on defining key terms and stereotypes; subsequent sessions focused on patient care</p> <p>[C]</p> <p>Elective course on nutrition</p>	<ul style="list-style-type: none"><li>- Small group discussions between students and homosexual people around societal biases and issues of healthcare delivery</li><li>- Simulated patient-doctor interaction to show history-taking techniques and non-directed way of interviewing to build rapport</li><li>- Didactic lectures on specific medical problems in gay and lesbian communities</li><li>- Role-play</li><li>- Evening party at end of course between students and people from gay/lesbian communities</li></ul>	11 hours across 5 sessions	<p>Developed by author (member of teaching staff who had taught community workshops on homosexuality and homophobia)</p> <p>Also included a person from the gay community experienced in gay and lesbian consciousness raising workshops, community physician with particular expertise in LGB care, resident from primary care and people from the gay community</p>

Garcia-Acosta et al 2019 [26]  TransGender Specific Course and Workshop (TGSC&W)	<p>[I] Arm 1:</p> <ul style="list-style-type: none"> <li>- Film forum based on screening of two films on the past and current history of transgender people</li> <li>- Round table discussions including lectures and workshops on transgender issues with experts</li> </ul> <p>[I] Arm 2:</p> <ul style="list-style-type: none"> <li>- Problem-based learning focusing on parenthood in transgender people and assisted reproduction</li> <li>- Round table discussions including lectures and workshops on transgender issues with experts</li> </ul> <p>[C]</p> <p>No training or specific activity about transgender healthcare</p>	<p>Week 1: Transgender people shared their experiences</p> <p>Week 2: Professional perspective about healthcare for transgender people</p> <p>Week 3: Psychosocial aspects of caring for transgender people</p>	Three sessions over 3 weeks	<p>Lectures provided by professionals from medicine, nursing, anthropology, psychology, education and law</p> <p>Round tables delivered by transgender people and their families</p>
Hawton 1979 [27]  Human sexuality course for clinical students	<p>[I]</p> <p>Course focused on human sexuality</p> <p>Topics included:</p> <ul style="list-style-type: none"> <li>- Sexual intercourse</li> <li>- Masturbation</li> <li>- Sexual problems associated with physical illness/disablement</li> <li>- Interviewing</li> <li>- Male/female homosexuality</li> </ul> <p>[C]</p> <p>No human sexuality course content</p>	Films, lectures and a role-played interview, each followed by small group discussions	1.5 days	<p>Course developed by authors, drawing on similar course run in the USA</p> <p>Delivered by 15 teachers from psychiatry, obstetrics and gynaecology, general practice, rehabilitation, venereology, marriage guidance, social work</p> <p>Five senior clinical students acted as additional leaders</p> <p>Small group facilitators from the gay/lesbian community for the session on homosexuality</p>
Leslie	Competency-based best-practice guide to	[I] and [C]:	[I] and [C]: 50.5	Everyday bias workshop

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2018 [28]  eQuality: leading medical education to deliver equitable quality care for all people, inclusive of identity, development or expression of gender/sex/sexuality	teaching LGBTQI+ content in medical schools in order to reduce implicit bias	<ul style="list-style-type: none"><li>- Lecture</li><li>- Standardised patient</li><li>- Problem-based learning</li><li>- Small group discussions</li><li>- Patient panels</li><li>- Reflective writing</li></ul> [I] only: <ul style="list-style-type: none"><li>- Pre-training Implicit Association Test (IAT)</li><li>- Debriefing session including discussion of IAT score</li><li>- “Everyday Bias Workshop for Healthcare Professionals” focusing on impact of implicit bias on patient care and mitigating bias in decision-making</li></ul>	hours of curriculum content dedicated to LGBTQI+ health  [I] only: Two-hour debriefing sessions x2 and workshop	developed by consulting firm Cook Ross Inc., and released in partnership with the Association of American Medical Colleges
Martin et al 2022 [29]	<p>[I] Didactic resource about unique healthcare needs of transgender youth</p> <p>Edited video excerpts from filmed interviews with two 17 year old transgender adolescents comprising lived experience including gender exploration, gender identity, names and pronouns, gender dysphoria, gender and mental health</p> <p>[C] No intervention</p>	<p>[I] Arm 1: Transgender woman presenting with videos embedded in the teaching materials</p> <p>[I] Arm 2: Cisgender woman presenting with videos embedded in the teaching materials</p> <p>[I] Arm 3: Cisgender woman presenting with no embedded videos</p> <p>[C] Arm 4: No intervention</p> <p>Remote delivery using webinar format</p>	<p>One 45 minute lecture either with or without the transgender adolescent videos embedded</p> <p>Lecture followed by a live Q&amp;A with the two presenters</p>	<p>Developed in collaboration with members of the transgender community and content experts in the field</p> <p>Delivered by either a transgender woman (Arm 1) or cisgender woman (Arms 2 and 3)</p>

Ozkara-San 2020 [30]  Transgender-simulated patient simulation (TSPS)	<p>[I] TSPS content underpinned by Cultural Competence and Confidence model, National League for Nursing/Jeffries Simulation Theory, the INACSL Standards of Best Practice Simulation, and guidelines for coaching standardized patients</p> <p>Simulation incorporated five phases: pre-brief; patient experience; observation; debriefing, reflection</p> <p>[C] No transgender-related content</p>	<p>Pre-simulation session with expert on sexuality</p> <p>Simulation patient portraying a 48 year old breast cancer patient experiencing an oncological emergency</p>	3 hours	<p>TSPS developed by author following recommended guidelines and standards and implemented after content validity review and pilot testing</p> <p>Two transgender women trained to be simulation patients (5 hours training)</p>
Schabath et al 2022 [31]  COLORS (Curriculum for Oncologists on LGBT populations to Optimize Relevance and Skills)	<p>[I] Interactive, web-based LGBT cultural sensitivity training for oncologists to improve knowledge and communication skill-building</p> <p>[C] Publicly-available web-based training programme</p>	Remote delivery	No information provided	Not described
Singer et al 2019 [32]  Healthcare Equality Index-informed grand rounds training (GRT)	<p>[I] Terminology relating to LGBTQ, training to address gender identity, sexual orientation, and how cisnormativity and heteronormativity can negatively influence patient care</p> <p>[C] No LGBT-specific training</p>	<p>[I] LGBT-focused GRT:</p> <ul style="list-style-type: none"> <li>- Lecture on terminology</li> <li>- Case studies on use of language</li> <li>- Video</li> <li>- Map to explain LGBT concepts</li> <li>- Q&amp;A</li> </ul> <p>[C] GRT on other topics</p>	40 minutes	<p>Developed by academic at University of Illinois Chicago, US</p> <p>Delivered by academic nurse midwife who developed the training</p>

White 2020 [33]  Sexual health course	[I] Course to explore healthcare disparities for elderly, adolescent, sexual/gender minority, ethnic minority, disabled patients and those with history of sexual trauma  [C] Students enrolled at institution but not on course	- Seminars on clinical issues and strategies for providing culturally informed clinical care for diverse populations - Guest lectures from content experts, clinical role-playing scenarios, videos, in- depth case studies, online discussions, small group discussions and reflective exercises examining personal biases	Three-credit graduate level course	Not described
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