The review found that the 2016-2017 pre-clinical curriculum met 17 of 30 AAMC competencies and contained:

- 3 sessions specifically on LGBT topics, all of which were mandatory and totaled 7.5 hours
- 2 case presentations in small group sessions presented a gay man diagnosed with HIV

The review addressed gaps in the clinical curriculum.

### Interpersonal and Communication Skills

<table>
<thead>
<tr>
<th>Addressed</th>
<th>Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Approach to taking a history and physical exam for LGBT patients using open-ended language without assumptions</td>
<td>• History of genital surgeries on those born with DSD</td>
</tr>
<tr>
<td>• Surgical and hormonal options for transgender patients</td>
<td>• Impact of gender-neutral intake forms and other patient questionnaires on obtaining an accurate history</td>
</tr>
<tr>
<td>• Screening guidelines for MSM</td>
<td>• Discussed power imbalance between physician and patient</td>
</tr>
<tr>
<td>• Positive sexual health messages</td>
<td>• Evaluating current clinical practices regarding gender and sexuality development in adolescents and care of patients with DSD</td>
</tr>
</tbody>
</table>

### Professionalism

<table>
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<tr>
<th>Addressed</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Defined differences between sex, gender, expression, and gender identity, sexual orientation, gender dysphoria</td>
<td>• N/A</td>
</tr>
<tr>
<td>• Typical male and female sexual development</td>
<td>• Discussion of sexual behavior in a broader context as it relates to healing traditions and religious beliefs</td>
</tr>
<tr>
<td>• Etiologies of atypical sex development</td>
<td>• Special concerns of LGBT patients or those with DSD regarding confidentiality</td>
</tr>
<tr>
<td>• History of health disparities in LGBT community</td>
<td>• Accepting shared responsibility for eliminating disparities</td>
</tr>
</tbody>
</table>

### Systems-Based Practice

<table>
<thead>
<tr>
<th>Addressed</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Impact of disproportionate rates of homelessness and substance abuse, and how they can affect health costs and outcomes</td>
<td>• Navigating legal and political issues (e.g., insurance, partner benefits)</td>
</tr>
<tr>
<td>• Partnering with local community resources</td>
<td>• Recommending online resources and peer support programs</td>
</tr>
</tbody>
</table>

### Personal & Professional Development

<table>
<thead>
<tr>
<th>Addressed</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Having a multi-care team to meet the needs of a trans patient seeking gender transition</td>
<td>• Discussed difference between &quot;biology&quot; and &quot;identity&quot;</td>
</tr>
<tr>
<td>• Having a multi-care team to meet needs of parents of an infant with DSD who are considering genital surgery</td>
<td>• Exploration of personal biases and assumptions</td>
</tr>
<tr>
<td>• Needs of LGBT youth in school setting</td>
<td>• Exploration of differences between variant, unhealthy, and pathological sexual behaviors</td>
</tr>
</tbody>
</table>