

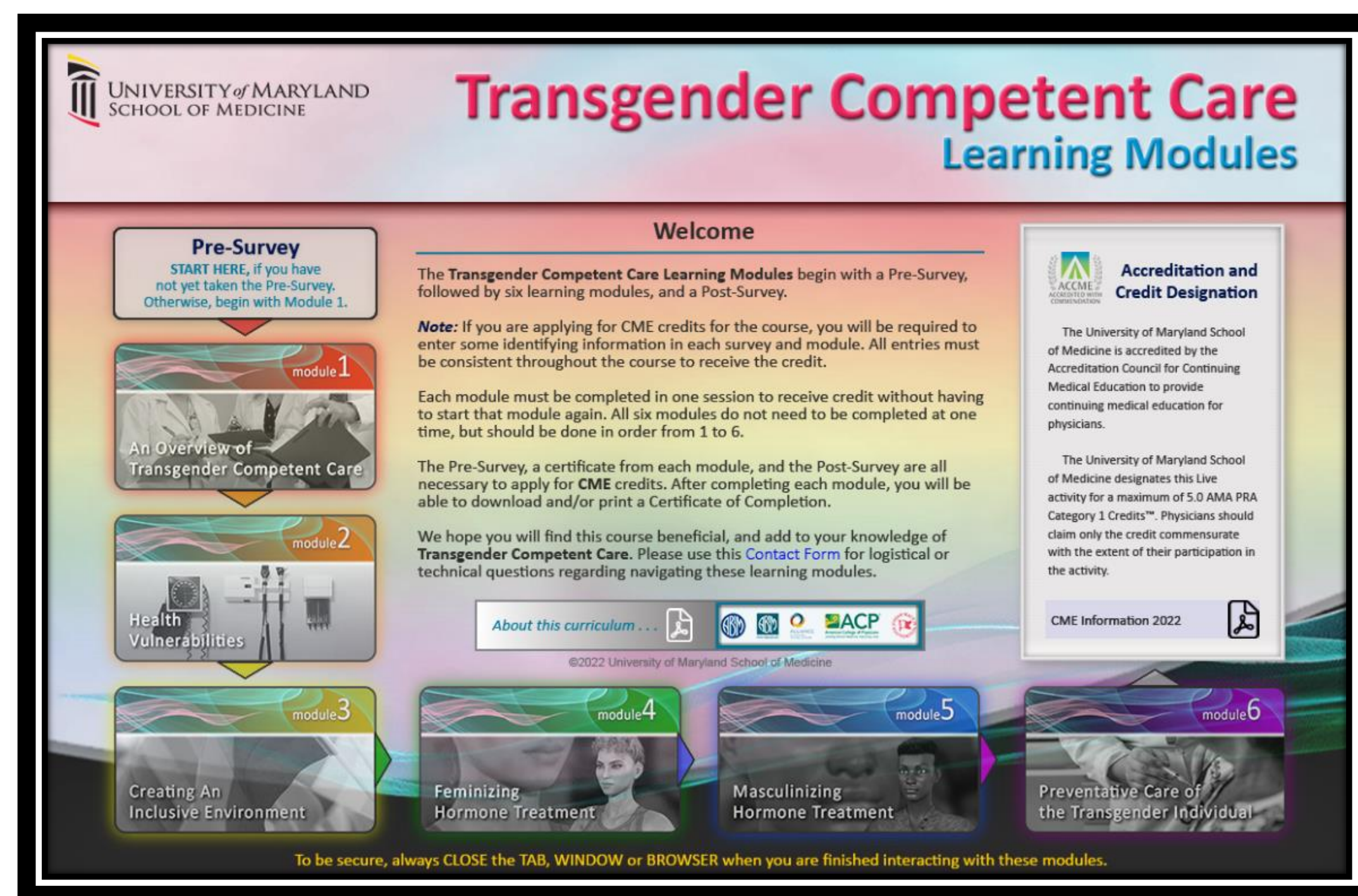
Introduction: The World Professional Association for Transgender Health Standards of Care (WPATH SOC-8) states that all recommendations be applied equally to individuals living in institutions, including those incarcerated. Studies suggest correctional staff have little training in transgender care. To demonstrate a **partnership between an academic medical center and a corrections facility and increase knowledge and comfort in transgender healthcare**, academic faculty developed an online curriculum as an educational opportunity for state corrections facility staff and clinicians.

Table 1: Curriculum Participants and Background

	Short Course (N= 21)	Full Course (N = 23)	Combined (N = 44)
Corrections Facility Clinical Role			
MD/MBBS/DO	6 (29%)	16 (70%)	22 (50%)
Nurse Practitioner	0 (0%)	1 (4%)	1 (2%)
Physician Assistant	0 (0%)	3 (13%)	3 (7%)
Nurse	9 (43%)	0 (0%)	9 (20%)
Staff Member	2 (9%)	0 (0%)	2 (5%)
Other	4 (19%)	3 (13%)	7 (16%)
Hours of teaching			
Zero	15 (71%)	10 (43%)	25 (57%)
Up to 2 hours	4 (19%)	7 (30%)	11 (25%)
> 2 hours	2 (10%)	6 (26%)	8 (18%)
Comfort with transgender competent care			
Neutral, somewhat or extremely uncomfortable	8 (31%)	10 (43%)	18 (41%)
Somewhat or extremely comfortable	13 (62%)	13 (57%)	26 (59%)
Interest in learning			
Not or slightly	7 (33%)	6 (26%)	13 (30%)
Moderately, very or extremely	14 (67%)	17 (74%)	31 (70%)

Results: 44 corrections staff and clinicians participated (2022-2023) with a 32% post survey response rate.

- **57% indicated zero prior hours of transgender education** with 59% feeling somewhat or extremely comfortable with transgender healthcare.
- Most were interested in learning about transgender healthcare (Table 1).
- Participants had a **statistical improvement in knowledge** and their **access to resources were good or excellent after completion** ($p < 0.05$, both)(Table 2).
- For the Short Course, **comfort in recognizing barriers to care significantly improved** ($p < 0.05$), 100% agreed both with the importance of what they were asked to learn, and that knowledge and skills increased.
- Domains of comfort with transgender healthcare did not statistically change for participants of the Full Course.
- Participants **positively reflected on curriculum content and bias discussion**. Full Course respondents requested more therapeutics information.
- **Inclusive interactions** were the most frequent practice improvement strategy.



Methods: There were **6 modules:** Overview of Transgender Competent Care, Health Vulnerabilities, Creating an Inclusive Environment, Feminizing and Masculinizing Hormone Treatment, and Preventative Care of the Transgender Individual (Image). The Short course (first 3 modules) was for staff or clinicians not providing hormone-affirming care and the Full Course (all 6 modules) for clinicians who provide hormone-affirming care. Each module included **embedded knowledge assessments and post-module action items**. An anonymous **pre and post curriculum survey** assessed module effectiveness. The project was considered non-human subject research by the Institutional Review Board. Result analysis used the Fisher Exact Test and unpaired t test.

Table 2: Pre and Post Curriculum Evaluation

	Short Course		Full Course	
	Pre (N = 21)	Post (N = 5)	Pre (N = 23)	Post (N = 9)
KNOWLEDGE ASSESSMENT (% correct)	33%	80%*	32%	78%*
Comfort asking pronouns or name				
Neutral, somewhat or extremely uncomfortable	8 (38%)	0 (0%)	5 (22%)	4 (44%)
Somewhat or extremely comfortable	13 (62%)	5 (100%)	18 (78%)	5 (56%)
Comfort recognizing barriers to care				
Neutral, somewhat or extremely uncomfortable	12 (57%)	0 (0%)	7 (30%)	2 (22%)
Somewhat or extremely comfortable	9 (43%)	5 (100%) ¥	16 (70%)	7 (78%)
Comfort with initiating gender-affirming medical treatment				
Neutral, somewhat or extremely uncomfortable			13 (57%)	4 (44%)
Somewhat or extremely comfortable			10 (43%)	5 (56%)
Access to resources				
Avg, poor, terrible	17 (81%)	1 (20%)	17 (74%)	3 (33%)
Good or excellent	4 (19%)	4 (80%) ¥	6 (26%)	6 (67%) ¥
Belief that what they are asked to learn was important				
Neutral, somewhat or strongly disagree		0 (0%)		3 (33%)
Somewhat or strongly agree		5 (100%)		6 (67%)
Knowledge and skills increased				
Neutral, somewhat or strongly disagree		0 (0%)		3 (33%)
Somewhat or strongly agree		5 (100%)		6 (67%)

* $p < 0.05$ using Unpaired t test
 ¥ $p < 0.05$ using Fisher Exact Test

Selected Citations

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Conclusion: This curriculum **increased knowledge and improved resources** for those providing healthcare to incarcerated transgender patients. The curriculum was inclusive of many diverse types of learner and allowed learners to choose the course that aligned with their clinical role. It meets WPATH SOC-8 recommendations that corrections staff and clinicians receive training in transgender care. **It highlights the collaboration between an academic medical center and corrections facility**, meeting the academic mission to serve marginalized groups.

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