

## Introduction

- National medical education organizations such as the AAMC have advocated for the inclusion of competencies related to the care of transgender and nonbinary (TGNB) patients in clinical education.<sup>1</sup>
- Most curriculum content for TGNB health in medical education consists of one-time attitude and awareness-based interventions.<sup>2</sup>
- Clinical skills are a critical component to teaching gender-affirming care; such skills are often taught and assessed through standardized patient encounters.
- However, there is little guidance on how to represent patients with diverse gender identities in simulated clinical narratives.<sup>3</sup>
- Analyzing the identities of people who are hired to portray TGNB patients within standardized patient encounters can help ensure that TGNB care is taught effectively and respectfully.

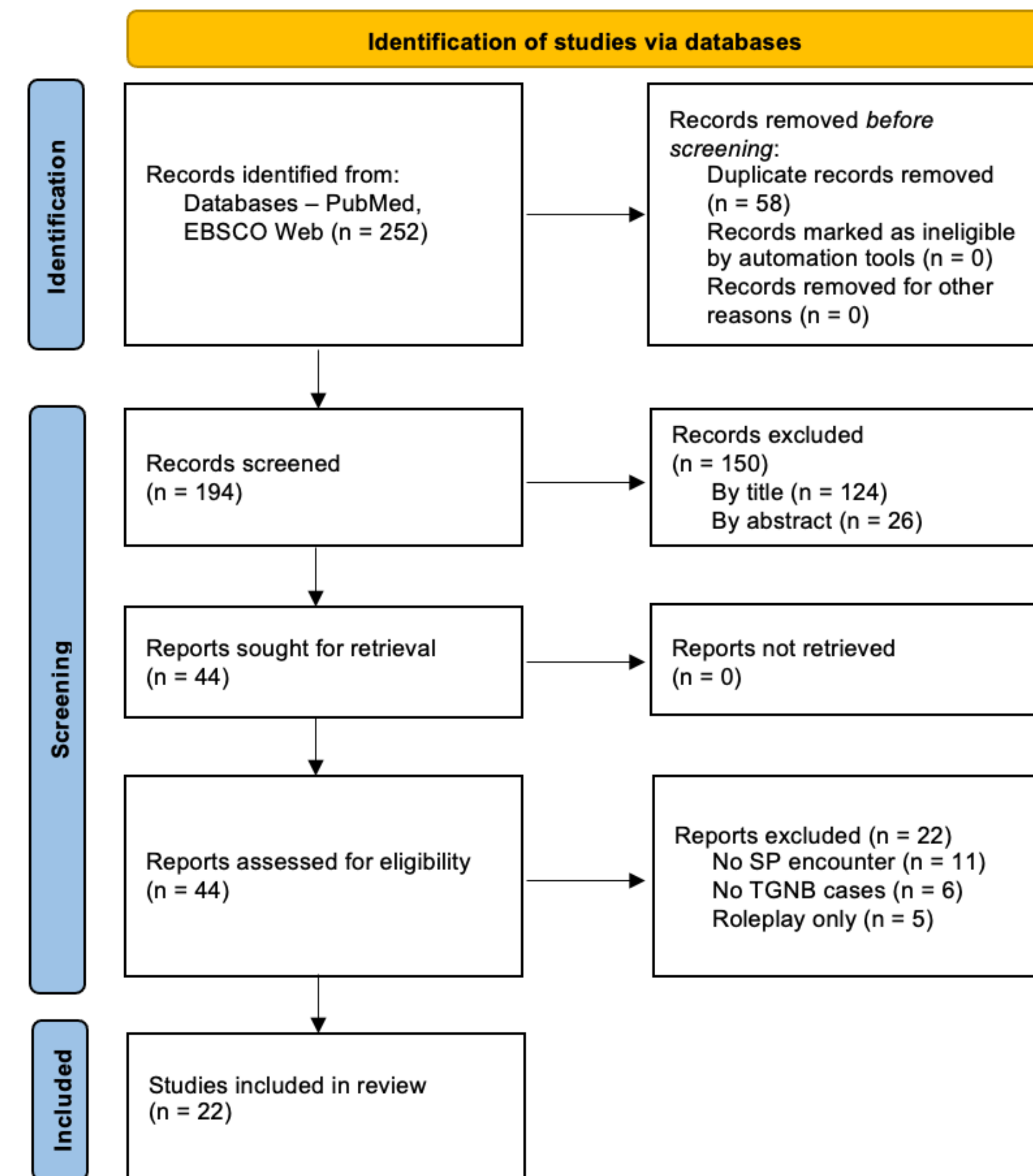
## Purpose

- This study examines how educators portray diverse gender identities in patient simulation through a review of the existing clinical education literature.

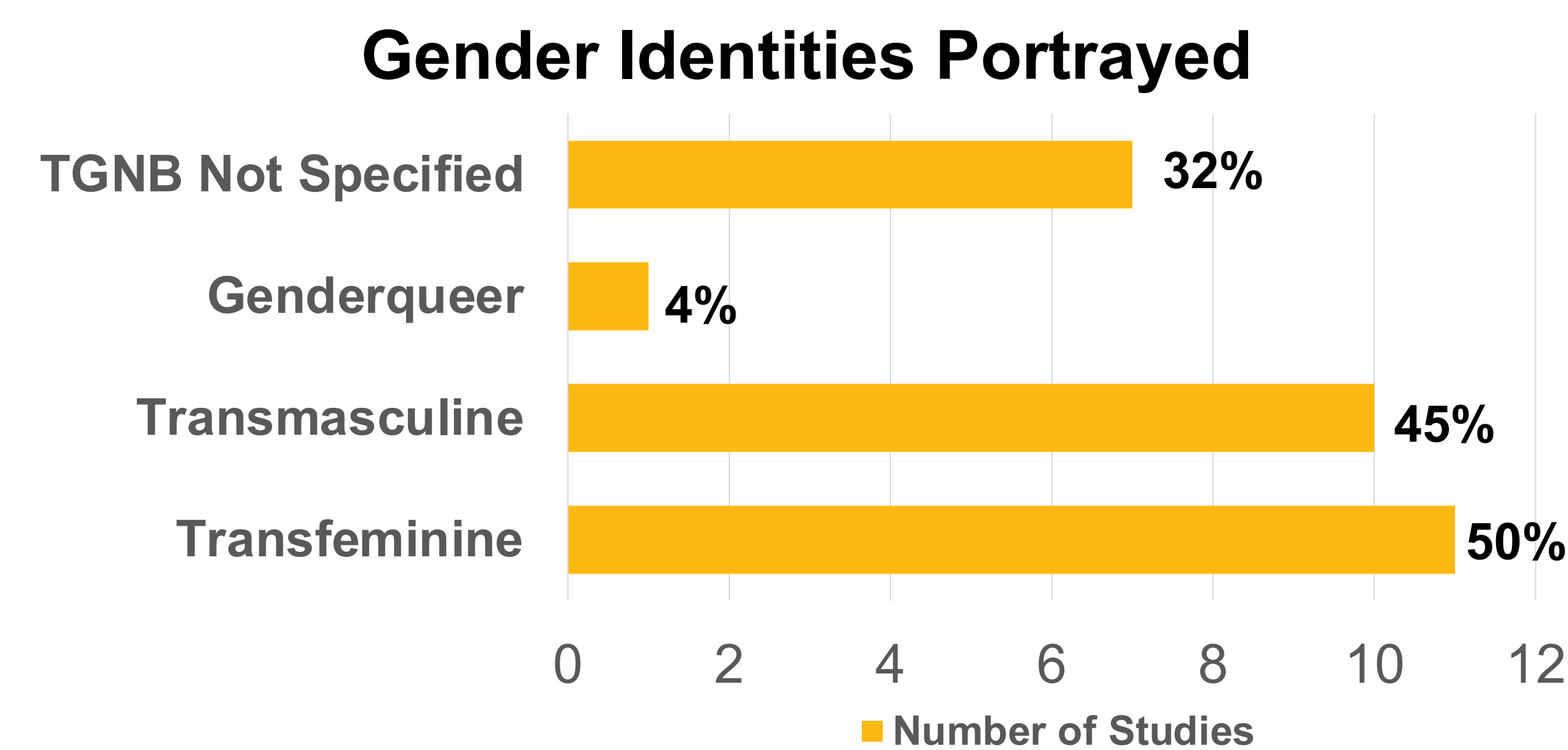
## Methods

- We conducted a scoping review using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines.<sup>4</sup>
- We searched PubMed and EBSCO databases with a search string related to diverse gender identities and patient simulation.
- We then completed a three-tiered literature review to:
  - Identify relevant studies,
  - Extract data from studies meeting our criteria, and
  - Summarize how TGNB patients are portrayed

## Results

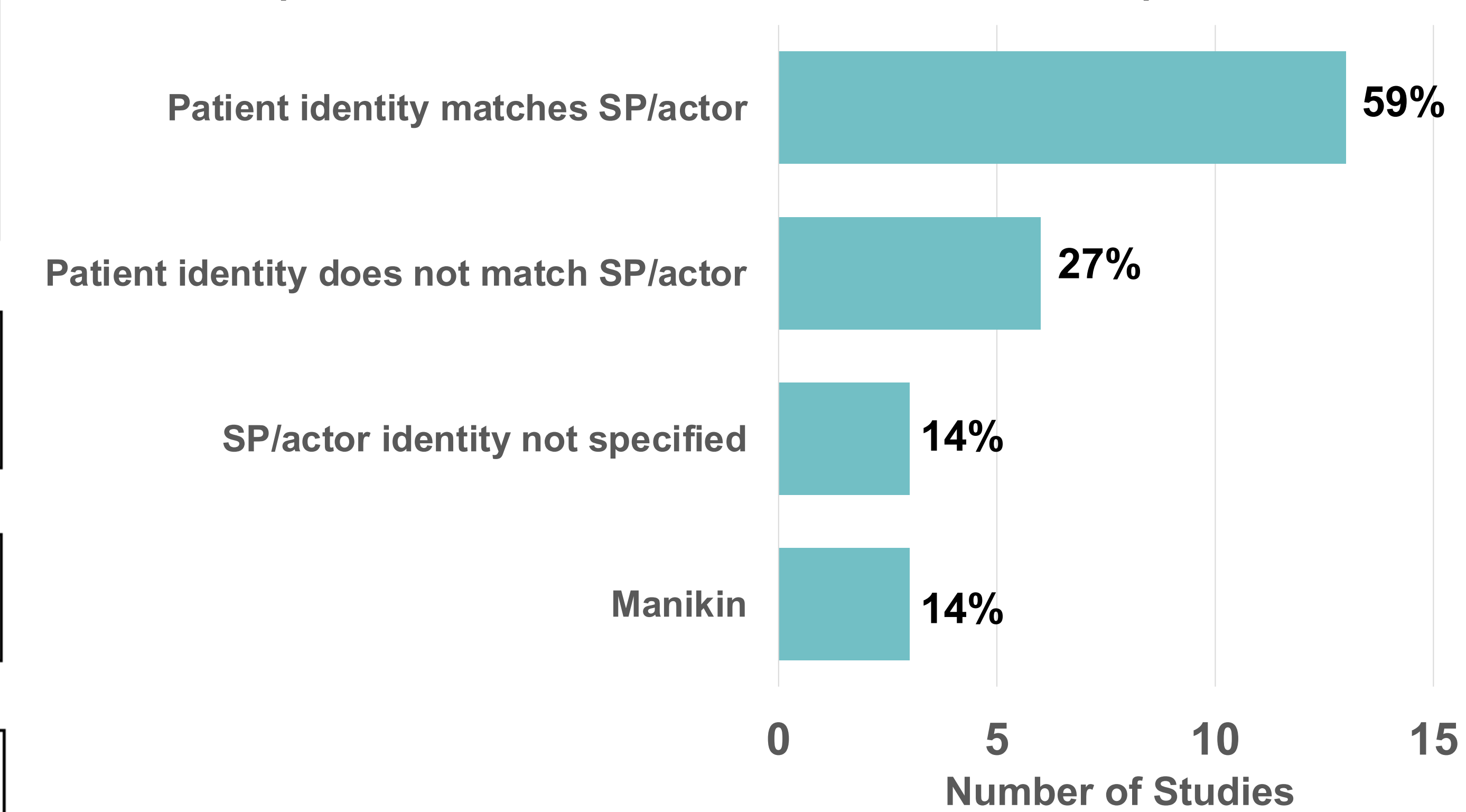


**Figure 1:** PRISMA flowchart of study screening. Many screened studies were ultimately excluded because the curricula did not contain a case with a TGNB standardized patient character.



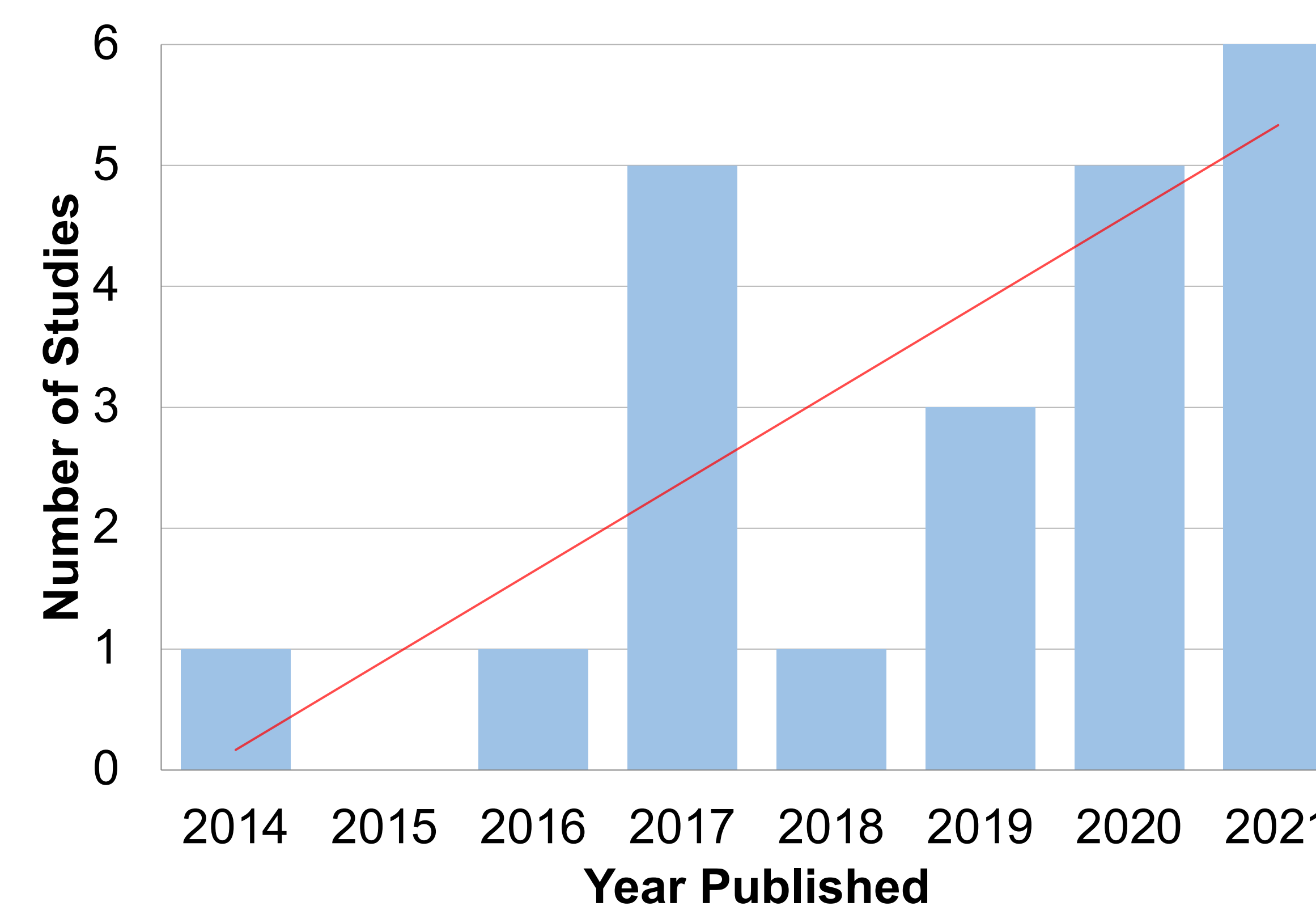
**Figure 3:** The distribution of identities portrayed across the 22 included studies. Only one study indicated that genderqueer patients were portrayed, and notably no studies represented nonbinary patients specifically.

### Identities of Patient Case vs. SP Actor - (more than one per event possible):



**Figure 2:** Of the 22 studies, 59% matched their TGNB patient characters. Three of the studies included in the review represented TGNB patients with a mannikin rather than an actor.

### Number of Identified Studies Published Per Year



**Figure 4:** The number of studies identified through the scoping review published per year. The trend line indicates increased interest in TGNB representation in patient simulation in recent years.

## Conclusions

- Over recent years, interest in representing TGNB identities in patient simulation has grown.
- TGNB people bring lived experience to patient simulation,<sup>5</sup> and many standardized patient programs make an intentional effort to recruit TGNB actors to portray TGNB standardized patient roles.
- However, many of the studies included in our review utilized actors who did not share the gender identity of their character, did not specify the gender identity of the actor, or simply used a mannikin in place of a person.
- Additionally, nonbinary/genderqueer representation was severely lacking, with only one study mentioning “genderqueer” as an identity of a simulated patient.
- As more programs look to the literature to develop TGNB patient simulation, it is critical that educators who publish this work indicate the gender identities of the patients portrayed and the standardized patients so that educators can model best practices.
- Many author groups described recruiting issues, so developing relationships with local and university LGBTQ+ organizations is key before educators plan clinical skills assessments with TGNB communities.

## Bibliography

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