

Supplemental digital content for Mansh M, White W, Gee-Tong L, et al. Sexual and gender minority identity disclosure during undergraduate medical education: “In the closet” in medical school. Acad Med.

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# STANFORD

## SCHOOL OF MEDICINE

*Stanford University Medical Center*

### Welcome to the Lesbian, Gay, Bisexual, & Transgender Medical Education Assessment (LGBT-MEA)!

Thank you for your interest in this exciting research project!

This research has been designed to gather information that will help medical schools train health care professionals to provide excellent care to lesbian, gay, bisexual and transgender (LGBT) individuals.

**All medical students** regardless of sex, gender identity, gender expression, sexual orientation, personal beliefs, or subject knowledge currently enrolled in D.O. and M.D. medical schools in the United States and Canada are invited to participate.

Please start the survey only once. If you need to stop, you may save your progress and finish later. Instructions will follow on a future screen.

Please choose your institution type.

<input type="radio"/>	Allopathic (MD-granting) school in Canada
<input type="radio"/>	Allopathic (MD-granting) school in the United States
<input type="radio"/>	Osteopathic (DO-granting) school in the United States

### Informed Consent

An informed consent detailing your rights as a research participant and our responsibilities to you as researchers is available here: [http://med.stanford.edu/lgbt/lgbtmea/ic\\_stu.html](http://med.stanford.edu/lgbt/lgbtmea/ic_stu.html) (opens in new window)

Thank you again for contributing your time to this important and exciting endeavor.

Please complete the following to electronically sign this informed consent:

Please choose your institution: [drop-down box: all institutions of type specified in previous question]	
<input type="radio"/>	I certify that I have read the informed consent form. I understand my rights and responsibilities as well as those of the investigators as they have been presented here, and I affirm my wish to participate in this research study.
<input type="radio"/>	I do not wish to participate in this research study.

### Instructions

This survey will ask you about the medical curriculum at your institution.

It focuses on how your institution trains medical students to care for lesbian, gay, bisexual, & transgender (LGBT) individuals.

This survey is for **ALL medical students, regardless of sex, gender identity, gender expression, sexual orientation, personal beliefs, or subject knowledge.**

This topic can be difficult to discuss. We appreciate your time and energy in helping us understand the range of educational practices across medical schools. All your answers will remain anonymous. All questions are optional. If you do not wish to answer a question, please choose "Decline to answer."

If you need to stop the survey, please click **"Save Survey and Return Later."** You will be prompted to enter your e-mail address where a personalized link will be sent for you to return at a later time. Note that the e-mail address you provide will not be available to the investigators (i.e., your answers remain anonymous).

Contact information for the survey administrators is available at the bottom of each page. Please feel free to contact us at any time if you have questions.

1. In which year of medical school are you currently enrolled?

If you are completing multiple degrees (e.g., MD/MPH or DO/PhD), please indicate your most recently completed year of DO or MD education. For example, students who have completed 2 years of DO/MD classes, have not yet started their third year of DO/MD training, and have completed 2 years of PhD work would select "2nd year" below. Students who have completed their PhD work and have resumed their 3rd year of DO/MD education would select "3rd year".

<input type="radio"/>	1 <sup>st</sup> year
<input type="radio"/>	2 <sup>nd</sup> year
<input type="radio"/>	3 <sup>rd</sup> year
<input type="radio"/>	4 <sup>th</sup> year
<input type="radio"/>	5 <sup>th</sup> year or higher
<input type="radio"/>	Recently graduated from medical school
<input type="radio"/>	Decline to answer

2. Which most closely describes your race/ethnicity? (Please check all that apply.)

<input type="checkbox"/>	American Indian or Alaska Native
<input type="checkbox"/>	Black or African-American
<input type="checkbox"/>	East Asian
<input type="checkbox"/>	Hispanic or Latino
<input type="checkbox"/>	Native Hawaiian or other Pacific Islander
<input type="checkbox"/>	South Asian
<input type="checkbox"/>	White
<input type="checkbox"/>	Decline to answer
<input type="checkbox"/>	Other [free-text box]

3. How old are you?

[drop-down box with integers from 15-65+]
---

4. When learning how to conduct a sexual history, were you taught to obtain information about same-sex relations (e.g., asking "do you have sex with men, women, or both?")?

<input type="radio"/>	Yes
<input type="radio"/>	No
<input type="radio"/>	Don't know
<input type="radio"/>	Decline to answer

5. As part of the required curriculum, were you taught the difference between behavior and identity (e.g., a man may have sex with other men and identify as straight/heterosexual)?

<input type="radio"/>	Yes, part of the required curriculum
<input type="radio"/>	No
<input type="radio"/>	Don't know
<input type="radio"/>	Decline to answer

6. When learning how to conduct a medical interview, were you taught to obtain information about gender identity?

Gender Identity: A person's deeply felt psychological identification as male, female, transgender, no gender, or another gender, which may or may not correspond to the person's body or designated sex at birth.

<input type="radio"/>	Yes
<input type="radio"/>	No
<input type="radio"/>	Don't know
<input type="radio"/>	Decline to answer

7. Please complete the following statement:

In the REQUIRED PRE-CLINICAL curriculum, LGBT-specific content is \_\_\_\_\_.

<input type="radio"/>	interspersed throughout various parts of the curriculum.
<input type="radio"/>	taught in discrete modules dedicated to LGBT content.
<input type="radio"/>	not taught.
<input type="radio"/>	Don't know
<input type="radio"/>	Decline to answer

8. Does your school offer education for students in the following content areas at any point in the curriculum?

(Definitions to terms marked with an asterisk "\*" appear after the answer choices.)

	Yes, in REQUIRED curriculum	Available in ELECTIVE curriculum, NOT in REQUIRED curriculum	Not in curriculum	Don't know	Decline to answer
Barriers to accessing medical care for LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol, tobacco, or other drug use among LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safer sex for LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexually transmitted infections (not HIV) in LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HIV in LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic disease risk for LGBT populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coming out*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disorders of Sex Development (DSD) / Intersex*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transitioning* (e.g., male-to-female, female-to-male)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex reassignment surgery* (SRS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBT adolescent health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health in LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Body image in LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unhealthy relationships (e.g., intimate partner violence) among LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the above questions please use the following definitions:

Sexual Orientation: An individual's self-identified state of physical and/or emotional attraction. "Heterosexual," "bisexual," and "homosexual" are all sexual orientations.

Coming Out: A process of disclosure of one's sexual orientation or gender identity to oneself and/or others.

Gender Identity: A person's deeply felt psychological identification as male, female, transgender, no gender, or another gender which may or may not correspond to the person's body or designated sex at birth.

Intersex: A general term used for a variety of conditions in which a person is born with reproductive or sexual anatomy that does not fit the typical definitions of female or male. This is also known as "disorders of sex development" (DSD). Though these terms are used by many, some consider them offensive and prefer such terms as "anatomic variation."

Transitioning: The process through which a person modifies physical characteristics and/or manner of gender expression to be consistent with gender identity. This process, also referred to as "gender affirmation," may include hormone therapy, sex reassignment surgery, and/or other components and is generally conducted under medical supervision based on a set of standards developed by medical professionals.

Sex Reassignment Surgery: The genital alteration surgery that transgender individuals sometimes undergo to change their physical

bodies to match their gender identities. This was previously referred to as a "sex change operation." This process is also referred to as "sex affirmation treatment."

9. Please describe YOUR OPINION of how the following content areas are covered at your institution.

(Definitions to terms marked with an asterisk "\*" appear after the answer choices.)

	Coverage not needed	Too little coverage	Basic coverage	In-depth coverage	Too much coverage	Don't know	Decline to answer
Barriers to accessing medical care for LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol, tobacco, or other drug use among LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safer sex for LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexually transmitted infections (not HIV) in LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HIV in LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic disease risk for LGBT populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coming out*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disorders of Sex Development (DSD) / Intersex*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transitioning* (e.g., male-to-female, female-to-male)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex reassignment surgery* (SRS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBT adolescent health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health in LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Body image in LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unhealthy relationships (e.g., intimate partner violence) among LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the above question please use the following definitions:

**Sexual Orientation:** An individual's self-identified state of physical and/or emotional attraction. "Heterosexual," "bisexual," and "homosexual" are all sexual orientations.

**Coming Out:** A process of disclosure of one's sexual orientation or gender identity to oneself and/or others.

**Gender Identity:** A person's deeply felt psychological identification as male, female, transgender, no gender, or another gender which may or may not correspond to the person's body or designated sex at birth.

**Intersex:** A general term used for a variety of conditions in which a person is born with reproductive or sexual anatomy that does not fit the typical definitions of female or male. This is also known as "disorders of sex development" (DSD). Though these terms are used by many, some consider them offensive and prefer such terms as "anatomic variation."

**Transitioning:** The process through which a person modifies physical characteristics and/or manner of gender expression to be consistent with gender identity. This process, also referred to as "gender affirmation," may include hormone therapy, sex reassignment surgery, and/or other components and is generally conducted under medical supervision based on a set of standards developed by medical professionals.

**Sex Reassignment Surgery:** The genital alteration surgery that transgender individuals sometimes undergo to change their physical bodies to match their gender identities. This was previously referred to as a "sex change operation." This process is also referred to as "sex affirmation treatment."

10. The items in the previous question may not comprise a complete list of LGBT health topics. Other topics may include LGBT geriatric care, reproductive health in LGBT people, and using LGBT people as research subjects.

Please describe your opinion on the coverage of LGBT content, on the whole, at your institution.

<input type="radio"/>	Very good
<input type="radio"/>	Good
<input type="radio"/>	Fair
<input type="radio"/>	Poor
<input type="radio"/>	Very Poor
<input type="radio"/>	Don't know
<input type="radio"/>	Decline to answer

11. Please list other LGBT-related topics that you WISH YOU WOULD HAVE received as part of your medical training.

[free-text box]

12. Please indicate all sources, required or not, of LGBT-related content you received during your medical school training. (Please select ALL that apply.)

<input type="checkbox"/>	Required pre-clinical instruction
<input type="checkbox"/>	Required clinical training
<input type="checkbox"/>	Elective courses offered by the medical school
<input type="checkbox"/>	Elective courses offered by other parts of the university
<input type="checkbox"/>	Elective clinical clerkships
<input type="checkbox"/>	LGBT-focused community clinic experience
<input type="checkbox"/>	Online modules offered by YOUR institution
<input type="checkbox"/>	Online modules offered by OTHER institution
<input type="checkbox"/>	Interaction with LGBT-identified patients
<input type="checkbox"/>	Interaction with LGBT-identified professors or physicians
<input type="checkbox"/>	Interaction with LGBT student group
<input type="checkbox"/>	Other students, not part of LGBT student group activities
<input type="checkbox"/>	Conferences
<input type="checkbox"/>	Panel discussions
<input type="checkbox"/>	Personal reading
<input type="checkbox"/>	Decline to answer
<input type="checkbox"/>	Other [free-text box]

13. Does your institution have lectures or small-group sessions that include LGBT-specific content in the REQUIRED CLINICAL curriculum?

<input type="radio"/>	Yes, in required clinical curriculum
<input type="radio"/>	Not in required clinical curriculum
<input type="radio"/>	Don't know
<input type="radio"/>	Decline to answer

14. Is there a CLINICAL clerkship site that is specifically designed to facilitate LGBT patient care (e.g., rotations in LGBT-focused care centers)?

<input type="radio"/>	Yes, meets requirement for a required clerkship
<input type="radio"/>	Yes, available as an elective clerkship
<input type="radio"/>	Yes, meets requirement for a required clerkship AND available as an elective clerkship
<input type="radio"/>	Yes, but I'm not sure which requirements it meets
<input type="radio"/>	No
<input type="radio"/>	Don't know
<input type="radio"/>	Decline to answer

15. Please indicate how well PREPARED you feel to provide care to your patients with respect to the following content areas.

Prepared: You have the knowledge and training to effectively identify and address LGBT-specific health issues.  
(Definitions to terms marked with an asterisk "\*" appear after the answer choices.)

	Not at all prepared	Insufficiently prepared	Prepared	Well prepared	Extremely well prepared	Don't know	Decline to answer
Barriers to accessing medical care for LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol, tobacco, or other drug use among LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safer sex for LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexually transmitted infections (not HIV) in LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HIV in LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic disease risk for LGBT populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coming out*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disorders of Sex Development (DSD) / Intersex*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transitioning* (e.g., male-to-female, female-to-male)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sex reassignment surgery* (SRS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBT adolescent health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health in LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Body image in LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unhealthy relationships (e.g., intimate partner violence) among LGBT people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the above question please use the following definitions:

**Sexual Orientation:** An individual's self-identified state of physical and/or emotional attraction. "Heterosexual," "bisexual," and "homosexual" are all sexual orientations.

**Coming Out:** A process of disclosure of one's sexual orientation or gender identity to oneself and/or others.

**Gender Identity:** A person's deeply felt psychological identification as male, female, transgender, no gender, or another gender which may or may not correspond to the person's body or designated sex at birth.

**Intersex:** A general term used for a variety of conditions in which a person is born with reproductive or sexual anatomy that does not fit the typical definitions of female or male. This is also known as "disorders of sex development" (DSD). Though these terms are used by many, some consider them offensive and prefer such terms as "anatomic variation."

**Transitioning:** The process through which a person modifies physical characteristics and/or manner of gender expression to be consistent with gender identity. This process, also referred to as "gender affirmation," may include hormone therapy, sex reassignment surgery, and/or other components and is generally conducted under medical supervision based on a set of standards developed by medical professionals.

**Sex Reassignment Surgery:** The genital alteration surgery that transgender individuals sometimes undergo to change their physical bodies to match their gender identities. This was previously referred to as a "sex change operation." This process is also referred to as "sex affirmation treatment."

16. Please indicate how your level of PREPAREDNESS in providing medical care for LGBT people has changed, if at all, AS A RESULT of your medical school training.

Prepared: You have the knowledge and training to effectively identify and address LGBT-specific health issues.

<input type="radio"/>	I am MORE prepared
<input type="radio"/>	My level of preparedness has NOT CHANGED
<input type="radio"/>	I am LESS prepared
<input type="radio"/>	I don't know whether my level of preparedness has changed
<input type="radio"/>	Decline to answer

## 17. Do you currently feel COMFORTABLE taking care of LGBT patients?

Comfortable: You are personally at ease having sustained health care-related interactions with LGBT patients.

<input type="radio"/>	I feel comfortable
<input type="radio"/>	I feel somewhat comfortable
<input type="radio"/>	I feel neutral
<input type="radio"/>	I feel somewhat UNcomfortable
<input type="radio"/>	I feel UNcomfortable
<input type="radio"/>	I don't know
<input type="radio"/>	Decline to answer

## 18. Please indicate how your level of COMFORT in providing medical care for LGBT people has changed, if at all, AS A RESULT of LGBT-related content in your medical school training.

Comfortable: You are personally at ease having sustained health care-related interactions with LGBT patients.

<input type="radio"/>	I am MORE comfortable
<input type="radio"/>	My level of comfort has NOT CHANGED
<input type="radio"/>	I am LESS comfortable
<input type="radio"/>	I don't know whether my level of preparedness has changed
<input type="radio"/>	Decline to answer

## 19. If you have become more COMFORTABLE working with LGBT patients since entering medical school, please indicate which of the following were most influential in increasing your comfort level. (Please select ALL that apply.)

Comfortable: You are personally at ease having sustained health care-related interactions with LGBT patients.

<input type="checkbox"/>	Required pre-clinical instruction
<input type="checkbox"/>	Required clinical training
<input type="checkbox"/>	Elective courses offered by the medical school
<input type="checkbox"/>	Elective courses offered by other parts of the university
<input type="checkbox"/>	Elective clinical clerkships
<input type="checkbox"/>	LGBT-focused community clinic experience
<input type="checkbox"/>	Online modules offered by YOUR institution
<input type="checkbox"/>	Online modules offered by OTHER institution
<input type="checkbox"/>	Interaction with LGBT-identified patients
<input type="checkbox"/>	Interaction with LGBT-identified professors or physicians
<input type="checkbox"/>	Interaction with LGBT student group
<input type="checkbox"/>	Other students, not part of LGBT student group activities
<input type="checkbox"/>	Conferences
<input type="checkbox"/>	Panel discussions
<input type="checkbox"/>	Personal reading
<input type="checkbox"/>	Personal experiences (e.g., self, family, friends)
<input type="checkbox"/>	My comfort level has not changed since entering medical school
<input type="checkbox"/>	Decline to answer
<input type="checkbox"/>	Other [free-text box]

## 20. What strategies do you think are, or would be, successful in increasing LGBT-specific content at your institution? (Please check all that apply.)

(Definitions to terms marked with an asterisk "\*" appear after the answer choices.)

<input type="checkbox"/>	Lectures focusing on LGBT-related health / health disparities
<input type="checkbox"/>	Case-based discussion of LGBT-related health / health disparities
<input type="checkbox"/>	Faculty willing and able to teach LGBT-related curricular content
<input type="checkbox"/>	Curricular material (e.g., books, web modules) focusing on LGBT-related health / health disparities
<input type="checkbox"/>	Clinical experiences with LGBT patients



<input type="checkbox"/>	Increased financial resources
<input type="checkbox"/>	Logistical support for teaching LGBT-related curricular content
<input type="checkbox"/>	More time in the curriculum to be able to teach LGBT-related content
<input type="checkbox"/>	More evidence-based research regarding LGBT health / health disparities
<input type="checkbox"/>	Curricular material coverage required by accreditation bodies (e.g., LCME*)
<input type="checkbox"/>	Questions based on LGBT health / health disparities on national examinations (e.g., USMLE*, NBME*)
<input type="checkbox"/>	Methods to evaluate LGBT curricular content
<input type="checkbox"/>	LGBT-specific curricular coverage is already sufficient at my medical school
<input type="checkbox"/>	Decline to answer
<input type="checkbox"/>	Other [free-text box]

**LCME (Liaison Committee on Medical Education):** The nationally recognized accrediting authority for medical education programs leading to the M.D. degree in U.S. and Canadian medical schools. It is sponsored by the Association of American Medical Colleges and the American Medical Association.

**USMLE (United States Medical Licensing Examination):** The three steps of the USMLE assess a physician's ability to apply knowledge, concepts, and principles, and to demonstrate fundamental patient-centered skills, that are important in health and disease and that constitute the basis of safe and effective patient care.

**NBME (National Board of Medical Examiners):** An independent, not-for-profit organization that provides high-quality examinations for the health professions. NBME produces the USMLE and subject examinations (a/k/a "shelf exams").

21. What is your sexual orientation? (Please check ALL that apply.)

(As a reminder, all answers to this survey will remain anonymous. If you do not wish to answer this question, please choose "Decline to answer.")

Sexual Orientation: An individual's self-identified state of physical and/or emotional attraction. "Heterosexual," "bisexual," and "homosexual" are all sexual orientations.

<input type="checkbox"/>	Bisexual
<input type="checkbox"/>	Gay
<input type="checkbox"/>	Straight/Homosexual
<input type="checkbox"/>	Lesbian
<input type="checkbox"/>	Queer
<input type="checkbox"/>	Questioning
<input type="checkbox"/>	Decline to answer
<input type="checkbox"/>	Another sexual orientation (please specify): [free-text box]

22. What is your gender identity? (Please check ALL that apply.)

(As a reminder, all answers to this survey will remain anonymous. If you do not wish to answer this question, please choose "Decline to answer.")

Gender Identity: A person's deeply felt psychological identification as male, female, transgender, no gender, or another gender, which may or may not correspond to the person's body or designated sex at birth.

<input type="checkbox"/>	Female
<input type="checkbox"/>	Transgender, Male-to-Female
<input type="checkbox"/>	Male
<input type="checkbox"/>	Transgender, Female-to-Male
<input type="checkbox"/>	Decline to answer
<input type="checkbox"/>	Another gender identity (please specify): [free-text box]

21A. Are you "out" about your sexual orientation at your medical school?

Out: The state of having disclosed and continuing to disclose one's sexual orientation and/or gender identity to oneself or others. It is generally the result of the process of "coming out."

Sexual Orientation: An individual's self-identified state of physical and/or emotional attraction. "Heterosexual," "bisexual," and "homosexual" are all sexual orientations.

<input type="radio"/>	Yes
<input type="radio"/>	No
<input type="radio"/>	Decline to answer

22A. Are you “out” about your gender identity at your medical school?

Out: The state of having disclosed and continuing to disclose one's sexual orientation and/or gender identity to oneself or others. It is generally the result of the process of "coming out."

Gender Identity: A person's deeply felt psychological identification as male, female, transgender, no gender, or another gender, which may or may not correspond to the person's body or designated sex at birth.

<input type="radio"/>	Yes
<input type="radio"/>	No
<input type="radio"/>	Decline to answer

21B. If you are not “out” about your sexual orientation, please indicate why. (Please check ALL that apply.)

Out: The state of having disclosed and continuing to disclose one's sexual orientation and/or gender identity to oneself or others. It is generally the result of the process of "coming out."

Sexual Orientation: An individual's self-identified state of physical and/or emotional attraction. "Heterosexual," "bisexual," and "homosexual" are all sexual orientations.

<input type="checkbox"/>	Nobody's business
<input type="checkbox"/>	Lack of a supportive environment in medical school
<input type="checkbox"/>	Fear of discrimination in medical school
<input type="checkbox"/>	Fear of discrimination in residency
<input type="checkbox"/>	Concern over future career options
<input type="checkbox"/>	Fear of discrimination by patients
<input type="checkbox"/>	Pressure from family / friends
<input type="checkbox"/>	Cultural / social norms
<input type="checkbox"/>	Religious beliefs
<input type="checkbox"/>	Decline to answer
<input type="checkbox"/>	Other [free-text box]
If you wish, please share your barriers to coming out about your sexual orientation in medical school. [free-text box]	

22B. If you are not “out” about your gender identity, please indicate why. (Please check ALL that apply.)

Out: The state of having disclosed and continuing to disclose one's sexual orientation and/or gender identity to oneself or others. It is generally the result of the process of "coming out."

Gender Identity: A person's deeply felt psychological identification as male, female, transgender, no gender, or another gender, which may or may not correspond to the person's body or designated sex at birth.

<input type="checkbox"/>	Nobody's business
<input type="checkbox"/>	Lack of a supportive environment in medical school
<input type="checkbox"/>	Fear of discrimination in medical school
<input type="checkbox"/>	Fear of discrimination in residency
<input type="checkbox"/>	Concern over future career options
<input type="checkbox"/>	Fear of discrimination by patients
<input type="checkbox"/>	Pressure from family / friends
<input type="checkbox"/>	Cultural / social norms
<input type="checkbox"/>	Religious beliefs
<input type="checkbox"/>	Decline to answer
<input type="checkbox"/>	Other [free-text box]
If you wish, please share your barriers to coming out about your gender identity in medical school.	

[free-text box]

23. If you would like, please comment on any topics raised in this survey.

[free-text box]



**American Medical Student  
Association/Foundation**

- [Universal Health Care](#)
- [Eliminating Health Disparities](#)
- [Diversity in Medicine](#)
- [Transforming Medical Education](#)

Dear Medical Student:

The American Medical Student Association (AMSA) encourages you to complete the **Lesbian, Gay, Bisexual, & Transgender Medical Education Assessment (LGBT-MEA)**, a survey tool developed by the Stanford University School of Medicine's LGBT Medical Education Research Group. AMSA believes that this tool is an important way to analyze the current state of medical education on lesbian, gay, bisexual, and transgender (LGBT)-related health topics in Canada and the United States.

Research shows that LGBT communities experience multiple health disparities, including increased rates of substance abuse, victimization, and certain types of cancer. AMSA believes future physicians must learn to recognize and appropriately meet the needs of LGBT people and communities so that we can begin to eliminate these health disparities. To achieve this end, there must be comprehensive education on LGBT health built into medical school curricula. However, at this time, it is largely unknown to what extent these topics are covered in American medical schools.

The LGBT-MEA will assess the breadth, depth, and efficacy of medical education with respect to caring for LGBT people. This research will foster development of practical tools that medical schools can use to evaluate and improve their curricula. It will also help realize the Association of American Medical Colleges (AAMC) recommendation that all schools "ensure that students master the knowledge, skills, and attitudes necessary to provide excellent, comprehensive care for GLBT patients" (AAMC Recommendations for GLBT Students and Patients, 2007).

The American Medical Student Association fully supports this survey, and **we encourage all medical school students from medical schools in Canada and the United States to participate in this study on medical education.**

For more information about AMSA, please visit **[www.amsa.org](http://www.amsa.org)**.

Questions and comments about the LGBT-MEA can be directed to the Stanford University School of Medicine LGBT Medical Education Research Group at [lgbt@med.stanford.edu](mailto:lgbt@med.stanford.edu). You may visit their website at <http://med.stanford.edu/lgbt>.

Thank you for your participation in this important study.

Sincerely,

Lauren S. Hughes, MD, MPH  
National President  
American Medical Student Association

1902 Association Drive  
Reston, VA 20191 – 1502

- Phone: (703) 620-6600
- Fax: (703) 620-5873
- Web: [www.amsa.org](http://www.amsa.org)



**cosgp**

**COUNCIL OF OSTEOPATHIC  
STUDENT GOVERNMENT PRESIDENTS**

A COUNCIL OF THE  
AMERICAN ASSOCIATION OF  
COLLEGES OF OSTEOPATHIC MEDICINE

July 15, 2009

To osteopathic medical students,

The Council of Osteopathic Student Government Presidents (COSGP) is in support of the **Lesbian, Gay, Bisexual, & Transgender Medical Education Assessment (LGBT-MEA)** research project being performed by the Stanford University School of Medicine. COSGP encourages each osteopathic medical student to participate in this project by completing a survey at the follow website: <http://med.stanford.edu/lgbt/lgbtmea/>

The LGBT-MEA project aims to:

1. Assess the breadth and depth of medical education with respect to caring for LGBT individuals.
2. Develop practical tools to evaluate and improve the cultural competency within US medical school curricula.

Recent evidence suggests that members of the LGBT community are at disproportionately higher risk for many medical and mental health conditions. COSGP supports efforts to ascribe sustained medical and mental health parity to all minority and underserved populations including those of the LGBT community.

During the 2008-2009 academic year, COSGP formally addressed this issue on behalf of osteopathic medical students requesting that osteopathic curriculum address lesbian, gay, bisexual and transgender related health care issues by encouraging its integration into the existing cultural competency curriculum throughout the continuum of osteopathic medical education. We feel that this research project helps to address this issue by aiding osteopathic medical schools in the development of tools that medical schools can use to evaluate and improve their curricula outside of accreditation standards.

COSGP will continue to monitor and pursue LGBT education and health disparity issues. Please join us in expanding upon the existing knowledge base and participate in this survey.

Comments and suggestions should be directed the Stanford University School of Medicine LGBT-MERG at [lgbt@med.stanford.edu](mailto:lgbt@med.stanford.edu). You may also visit their website at <http://med.stanford.edu/lgbt/>.

Thank you for your participation on this important issue.

Sincerely,

Sonbol Shahid-Salles, MPH, OMS-IV  
Pikeville College School of Osteopathic Medicine  
National Chair, Council of Osteopathic Student Government Presidents (COSGP)  
[COSGPChair@aacom.org](mailto:COSGPChair@aacom.org)

A Council of the American Association of Colleges of Osteopathic Medicine (AACOM)

2009-2010 Executive Board

National Chair Sonbol Shahid-Salles ♦ National AOA BOT Student Representative Cory Maughan ♦ National 1<sup>st</sup> Vice Michael Paddock ♦ National 2<sup>nd</sup> Vice Chair Jessica Hilst ♦  
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The Lesbian, Gay, Bisexual, and Transgender Medical Education Research Group (LGBT MERG) at Stanford University School of Medicine invites you to participate in the **LGBT Medical Education Assessment (LGBT-MEA)**, which includes a survey sent to **all medical students** at all medical schools in Canada and the United States.

We want to hear your opinion of your school's coverage of LGBT health issues. A related survey was sent to administrators at all medical schools in Canada and the United States. **Regardless of your sex, gender identity, gender expression, sexual orientation, personal beliefs, or subject knowledge, your comments are needed to inform medical curriculum planning. All responses will remain anonymous.**

Your participation will inform medical educators and administrators about your training, your comfort level with LGBT health issues, and your medical education priorities.

As an additional incentive, you will be automatically entered into a prize drawing\* for one of at least fifty (50) Amazon.com (or Amazon.ca if in Canada) gift certificates valued at US\$25 each. The survey will take approximately 15 minutes to complete.

The survey is available here: <http://med.stanford.edu/lgbt/lgbtmea/student/>

You can start the survey, save it and finish it later, if needed.

The Gay and Lesbian Medical Association (GLMA), the American Medical Association Medical Student Section (AMA-MSS), and the Student Osteopathic Medical Association (SOMA) have issued letters of support for the LGBT-MEA.

**The more opinions students contribute, the better informed we can all be about the present state and future needs of medical education. Please add yours.**

Thank you very much for your time.

Sincerely,  
Lesbian, Gay, Bisexual, & Transgender Medical Education Research Group  
Stanford University School of Medicine  
<http://med.stanford.edu/lgbt>

\*The prize drawing will take place on February 1, 2010 and will be conducted by the Stanford University School of Medicine LGBT Medical Education Research Group. The winners of this prize drawing will be informed via the e-mail address (or alternatively, phone number) from the contact information provided. No participation is necessary to enter or win a prize, and participation does not increase your chances of winning. Responses to survey questions will remain anonymous. If you wish to enter the drawing without completing the survey, please contact the Stanford University Lesbian, Gay, Bisexual, and Transgender Medical Education Research Group at [lgbt@med.stanford.edu](mailto:lgbt@med.stanford.edu).

Student Presidents,

Please forward this email to your student body.

I strongly encourage every osteopathic medical student to participate in this landmark study being conducted at Stanford University. The Stanford Lesbian, Gay, Bisexual, and Transgender Medical Education Research Group (LGBT MERG) is ready to launch its international study of medical students to identify what is being taught in terms of LGBT-related content in medical schools. Attached is COSGP's letter of support with the link to the site. Additionally please find a flyer advertising the survey here for your distribution.

Below is the link for those members that just want to go directly to the study: <http://med.stanford.edu/lgbt/lgbtmea/student/> <<https://mail.aacom.org/exchweb/bin/redir.asp?URL=http://med.stanford.edu/lgbt/lgbtmea/student/>> . This study has been tailored to both allopathic and osteopathic students as well as faculty at all medical schools in the U.S. and Canada. For completeness sake and for the betterment of future physicians' education, I urge all medical students to take the time to fill out this survey.

It is our duty to be as educated as possible to treat all patients that come to see us and this is one small way we can do our part to help our education system evolve to meet today's patients' needs.

Thank you for your consideration.

Sonbol Shahid-Salles, MPH, OMS-IV  
Pikeville College School of Osteopathic Medicine (PCSOM)  
Chair, Council of Osteopathic Student Government Presidents (COSGP)  
[COSGPChair@aacom.org](mailto:COSGPChair@aacom.org)  
[706.540.4289](tel:706.540.4289)

Dear SOMA members

I strongly encourage every osteopathic student to participate in this landmark study coming out of Stanford University.

The Stanford Lesbian, Gay, Bisexual, and Transgender Medical Education Research Group (LGBT MERG) is ready to launch its international (Canada and US) study of medical students to identify what is being taught in terms of LGBT-related content in medical schools. Attached is the invite letter with the link to the site.

Here is the link for those members that just want to go directly to the study: <http://med.stanford.edu/lgbt/lgbtmea/student/>. This study has been tailored to both allopathic and osteopathic students as well as faculty at all medical schools in the U.S. and Canada. For completeness sake and for the betterment of future physicians educations, I urge all of our members to take the time to fill out this survey.

It is our duty to be as educated as possible to treat all patients that come to see us and this is one small way we can do our part to help our education system evolve to meet today's patients' needs. Thank you for your consideration.

In solidarity,

A.J. Stefani, MS IV  
National SOMA President



Student Presidents,

Please forward this email to your student body.

I strongly encourage every osteopathic medical student to participate in this landmark study being conducted at Stanford University. The Stanford Lesbian, Gay, Bisexual, and Transgender Medical Education Research Group (LGBT MERG) is ready to launch its international study of medical students to identify what is being taught in terms of LGBT-related content in medical schools. Attached is COSGP's letter of support with the link to the site. Additionally please find a flyer advertising the survey here for your distribution.

Below is the link for those members that just want to go directly to the study: <http://med.stanford.edu/lgbt/lgbtmea/student/> <<https://mail.aacom.org/exchweb/bin/redir.asp?URL=http://med.stanford.edu/lgbt/lgbtmea/student/>> . This study has been tailored to both allopathic and osteopathic students as well as faculty at all medical schools in the U.S. and Canada. For completeness sake and for the betterment of future physicians' education, I urge all medical students to take the time to fill out this survey.

It is our duty to be as educated as possible to treat all patients that come to see us and this is one small way we can do our part to help our education system evolve to meet today's patients' needs.

Thank you for your consideration.

Sonbol Shahid-Salles, MPH, OMS-IV  
Pikeville College School of Osteopathic Medicine (PCSOM)  
Chair, Council of Osteopathic Student Government Presidents (COSGP)  
[COSGPChair@aacom.org](mailto:COSGPChair@aacom.org)  
[706.540.4289](tel:706.540.4289)

## 1. AMA student eVoice text

### **All medical students' views needed: Lesbian, Gay, Bisexual, & Transgender Medical Education Assessment (LGBT-MEA) Launched**

#### **Alternative:**

### **All medical students' views needed: Medical Education Assessment Launched**

If you are a D.O. or M.D. student, we need your opinion on your education. This summer, all medical students in Canada and the United States will receive a survey asking what they have learned and what think they should learn about lesbian, gay, bisexual and transgender (LGBT) health and medical care. The LGBT-MEA is a medical education assessment by the LGBT Medical Education Research Group (LGBT MERG), a partnership of faculty and student researchers at Stanford University School of Medicine and Harvard Medical School. **All students'** opinions are needed, regardless of sexual orientation, gender identity, gender expression, personal beliefs, and subject knowledge.

**You can reach the survey at <http://med.stanford.edu/lgbt/lgbtmea/student/>**

- The LGBT-MEA aims to assess the breadth, depth and efficacy of medical education with respect to caring for LGBT people and to develop practical tools that medical schools can use to evaluate and improve their curricula.
- The medical students' survey is the second phase of the LGBT-MEA, which was preceded by a survey of deans of all D.O. and M.D. schools in Canada and the United States.
- The Gay and Lesbian Medical Association (GLMA) and the AMA Medical Student Section have issued support letters for the LGBT-MEA.
- **Access the survey at <http://med.stanford.edu/lgbt/lgbtmea/student/>.** You should also receive this survey soon from your school AMA and AAMC leaders. Please take this opportunity to help shape medical education.

Please visit <http://med.stanford.edu/lgbt/> for more information about the LGBT-MEA project and people, and contact the team with any questions.

# Be Part of History.

Your medical school can participate in a landmark study on medical education.



The Lesbian, Gay, Bisexual, & Transgender (LGBT) Medical Education Research Group at Stanford University is conducting a study of medical student training and opinions about LGBT health.

As a Student Government Association President, YOU can help shape medical education by encouraging students at your school to share their opinions.

For materials (electronic & physical) to distribute at your medical school, please visit <http://med.stanford.edu/lgbt/>



**STANFORD**  
SCHOOL OF MEDICINE

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LESBIAN, GAY, BISEXUAL, & TRANSGENDER MEDICAL EDUCATION RESEARCH GROUP  
300 PASTEUR DRIVE, MC 5404  
STANFORD CA 94305-5404  
[lgbt@med.stanford.edu](mailto:lgbt@med.stanford.edu)  
[med.stanford.edu/lgbt](http://med.stanford.edu/lgbt)

### Supplemental Digital Appendix 3

#### **Selected Free-Text Responses to “Another Sexual Orientation” and “Another Gender Identity” Among Sexual and Gender Minorities Enrolled at U.S. and Canadian MD- and DO-Granting Medical Schools During the 2009-2010 Academic Year**

<b>Another sexual orientation</b>	<b>Another gender identity</b>
Asexual	Androgynous
Bi-curious	Both
Celibate	Gender-queer
Flexible	Between female and genderqueer
Between bi and straight	Neither
Kinsey scale 2	No gender
Monogamously married	None, present as male
More straight than bisexual	Between male and female
No label	Transvestite
Pansexual	Masculine female
Primarily straight	
Curious	

# Supplemental Digital Appendix 4

## Sexual Identity of Sexual and Gender Minorities (SGMs) Responding to a Study of U.S. and Canadian (MD and DO) Medical Students Enrolled During the 2009-2010 Academic Year, by Gender Identity

Sexual identity	Male SGMs, no. (% of 448)	Female SGMs, no. (% of 436)	Gender minority SGMs, no. (% of 35)
Straight/Heterosexual	0 (0.0)	0 (0.0)	8 (22.9)
Sexual minority	448 (100.0)	436 (100.0)	27 (77.1)
Lesbian or gay	351 (78.4)	127 (29.1)	5 (14.3)
<i>Lesbian</i>	0 (0.0)	119 (27.3)	2 (5.7)
<i>Gay</i>	351 (78.4)	8 (1.8)	3 (8.6)
Bisexual	38 (8.5)	168 (38.5)	0 (0.0)
Queer	5 (1.1)	22 (5.1)	9 (25.7)
Questioning	7 (1.6)	15 (3.7)	2 (5.7)
Another sexual orientation	0 (0.0)	10 (2.3)	3 (8.6)
Multiple sexual identities	47 (10.5)	93 (21.3)	8 (22.9)
Decline to answer	0 (0.0)	0 (0.0)	0 (0.0)

## Supplemental Digital Appendix 5

### Demographic Characteristics of Eligible Free-Text Respondents, Actual Free-Text Respondents, and Response Rate by Characteristic Among Sexual and Gender Minorities Enrolled at U.S. and Canadian MD- and DO-Granting Medical Schools During the 2009-2010 Academic Year

Characteristic	Eligible free-text respondents, no. (% of 285)	Actual free-text respondents, no. (% of 72)	Response rate (actual/eligible), %
<b>Sexual identity</b>			
Straight/Heterosexual	5 (1.8)	2 (2.8)	40.0
Sexual minority	280 (98.2)	70 (97.2)	25.0
Lesbian or gay	74 (26.0)	19 (26.4)	25.7
<i>Lesbian</i>	17 (6.0)	6 (8.3)	35.3
<i>Gay</i>	57 (20.0)	13 (18.1)	22.8
Bisexual	111 (39.0)	27 (37.5)	24.3
Queer	14 (4.9)	4 (5.6)	28.6
Questioning	23 (8.1)	5 (6.9)	21.7
Another sexual orientation	7 (2.5)	2 (2.8)	28.6
Multiple sexual identities	51 (17.9)	13 (18.1)	25.5
Decline to answer	0 (0.0)	0 (0.0)	N/A
<b>Gender identity</b>			
Female	153 (53.7)	46 (63.8)	30.1
Male	110 (38.6)	18 (25.0)	16.4
Gender minority <sup>a</sup>	22 (7.7)	8 (11.1)	36.3
Female-to-male	4 (1.4)	2 (2.8)	50.0
Male-to-female	3 (1.1)	1 (1.4)	33.3
Another gender identity	15 (5.3)	5 (6.9)	33.3
Decline to answer	0 (0.0)	0 (0.0)	N/A
<b>Age, mean (SD)</b>	26.2 (4.2)	27.0 (4.5)	--
<b>Race</b>			
White	190 (66.6)	50 (69.4)	26.3
East Asian	30 (10.5)	4 (5.6)	13.3
Hispanic	10 (3.5)	4 (5.6)	40.0
South Asian	9 (3.2)	2 (2.8)	22.2
Black/African American	11 (3.9)	3 (4.2)	27.2
American Indian/Native Alaskan/Native Hawaiian/Pacific Islander	12 (4.2)	5 (6.9)	41.7
Multiple races	13 (4.6)	3 (4.2)	23.1
Decline to answer	10 (3.5)	1 (1.4)	10.0
<b>School type</b>			
U.S. MD-granting	212 (74.4)	54 (75.0)	25.5

U.S. DO-granting	46 (16.1)	13 (18.1)	28.3
Canadian MD-granting	27 (9.5)	5 (6.9)	18.5
<b>Year in school</b>			
First year	75 (26.3)	20 (27.8)	26.7
Second year	87 (30.5)	21 (29.2)	24.1
Third year and above	113 (39.6)	26 (36.1)	23.0
Recently graduated	9 (3.1)	4 (5.6)	44.4
Decline to answer	1 (0.4)	1 (1.4)	100.0

<sup>a</sup> Respondents were allowed to select multiple responses.