

Appendix 2_ Data Instrument

1. Which HPD college are you associated with? _____
2. Which Program are you enrolled in? _____
3. What year of study are you in for your program?
 - Year 1
 - Year 2
 - Year 3
 - Year 4
4. What is your age?
 - under 20
 - 20 - 25
 - 26 - 30
 - 31 - 35
 - 36 - 40
 - 41 - 45
 - 46 - 50
 - 51 or higher
 - Prefer not to answer
5. What is your gender? _____
6. What is your anticipated career path? _____
7. How much prior teaching have you received in your current program exclusive to the care of lesbian, gay, bisexual, and transgender (LGBTQI+) patients?
 - Less than 1 hour
 - 1 - 2 hour(s)
 - 3 - 4 hours
 - More than 5 hours
 - None
8. How important is it for healthcare professional students to receive education about the primary care of Lesbian, Gay and Bisexual, and Transgender patients?
 - Extremely important
 - Somewhat important
 - Neutral

- Somewhat unimportant
 - Extremely unimportant
9. How important is it for healthcare professional students to receive education about the primary care of Transgender patients?
- Extremely important
 - Somewhat important
 - Neutral
 - Somewhat unimportant
 - Extremely unimportant
10. How important is it for a primary care provider to be able to provide information to (LGBTQI+) patients about local resources for (LGBTQI+) community engagement?
- Extremely important
 - Somewhat important
 - Neutral
 - Somewhat unimportant
 - Extremely unimportant
11. How important is it for healthcare professional students to recognize increased health risks associated with sexual orientation?
- Extremely important
 - Somewhat important
 - Neutral
 - Somewhat unimportant
 - Extremely unimportant
12. How important is it to engage in self-reflection processes to correct implicit biases regarding LGBTQI+ individuals?
- Extremely important
 - Somewhat important
 - Neutral
 - Somewhat unimportant
 - Extremely unimportant
13. How important is it to implement gender-neutral practices in your clinical practice and clinic?
- Extremely important
 - Somewhat important
 - Neutral
 - Somewhat unimportant
 - Extremely unimportant
14. How important is it to discuss safe sex practices with individual women who have sex with women?

- Extremely important
- Somewhat important
- Neutral
- Somewhat unimportant
- Extremely unimportant

15. How confident are you in your knowledge of primary care of Lesbian, Gay Bisexual, and Transgender (LGBTQI+) patients?

- Extremely confident
- Somewhat confident
- Neutral
- Minimally confident
- Not confident at all

16. How confident are you in your ability to identify implicit bias towards LGBTQI+ individuals demonstrated by a colleague/classmate?

- Extremely confident
- Somewhat confident
- Neutral
- Minimally confident
- Not confident at all

17. How confident are you in your ability to create an environment which fosters others to comfortably disclose their gender identity to you?

- Extremely confident
- Somewhat confident
- Neutral
- Minimally confident
- Not confident at all

The following questions were included only in the post survey:

18. List any three Key Words/Phrases which come to your mind after this IPE activity?

19. The written materials for this case were informative.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

20. From this case which TWO were the most important or impactful to your education. (Check all that apply)

- Understanding LGBTQI+ issues
- Cultural competency; performing a sensitive history and physical
- Health promotion and disease prevention
- Mental health and societal factors

21. Reflecting back on the education and training you have received in your program so far; do you feel the time spent on this topic (i.e. Optimal Care for LGBTQI+ patients) was _____.

- not invested at all
- too short
- just right
- too much time

22. The curriculum AS A WHOLE increased my understanding of the barriers faced by patients who identify as LGBTQI+ when interacting with the healthcare system.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree