

Supplementary Material 1

Sample search strategy from 1 database

Database: Ovid Healthstar <1996 to November 2018>

Search Strategy:

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- 1 exp Transgender Persons/ or exp Transsexualism/ or exp Bisexuality/ or exp Homosexuality/ or LGBT.mp. or exp "Sexual and Gender Minorities"/ (27033)
 - 2 gender.mp. or exp Gender Identity/ (205650)
 - 3 gender awareness.mp. or exp Awareness/ (14462)
 - 4 gender sensitivity.mp. (79)
 - 5 gender sensitive.mp. (472)
 - 6 gender knowledge.mp. (38)
 - 7 gender competency.mp. (2)
 - 8 gender transformative.mp. (45)
 - 9 gender medicine.mp. (79)
 - 10 training.mp. (267810)
 - 11 exp EDUCATION, DENTAL, GRADUATE/ or exp EDUCATION, PROFESSIONAL/ or exp EDUCATION, CONTINUING/ or exp NURSING EDUCATION RESEARCH/ or exp EDUCATION, MEDICAL/ or exp EDUCATION, PREDENTAL/ or exp EDUCATION/ or exp EDUCATION, NURSING/ or exp EDUCATION, DENTAL/ or education.mp. or exp EDUCATION, PUBLIC HEALTH PROFESSIONAL/ or exp EDUCATION, PHARMACY/ or exp EDUCATION, PROFESSIONAL, RETRAINING/ or exp EDUCATION, DENTAL, CONTINUING/ (878699)
 - 12 program.mp. (331275)
 - 13 intervention.mp. (378458)
 - 14 evaluation.mp. (953026)
 - 15 curriculum.mp. or exp CURRICULUM/ (79782)
 - 16 exp Health Knowledge, Attitudes, Practice/ or health knowledge.mp. (97686)
 - 17 1 or 2 (227612)
 - 18 3 or 4 or 5 or 6 or 7 or 8 or 9 (15141)
 - 19 10 or 11 (1004585)
 - 20 12 or 13 or 14 or 15 (1539887)
 - 21 16 and 17 and 18 and 19 and 20 (41)
 - 22 16 and 17 and 18 and 19 (125)

Supplementary Table 2

Quality assessment (quantitative studies)(Kmet et al., 2004)

Study	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
(Bakhai et al., 2016)	2	2	1	1	n/a	n/a	n/a	1	2	2	1	n/a	2	2	16/20 (0.80)
(Boada et al., 2018)	2	2	1	2	n/a	n/a	n/a	2	0	2	1	1	2	1	16/22 (0.73)
(Bockers et al., 2017)	2	2	1	1	n/a	n/a	n/a	1	2	2	2	n/a	2	2	17/20 (0.85)
(Braun et al., 2017)	2	2	2	2	n/a	n/a	n/a	2	1	2	2	1	2	2	20/22 (0.91)
(Bristol et al., 2018)	2	2	1	2	n/a	n/a	n/a	1	1	2	1	1	1	2	16/22 (0.72)
(Carabez et al., 2015b)	2	2	2	1	n/a	n/a	n/a	2	2	1	0	n/a	1	1	14/20 (0.70)
(Celik et al., 2008)	2	1	1	1	n/a	n/a	n/a	1	1	1	1	1	1	2	13/22 (0.59)
(Dielissen et al., 2009)	2	1	1	1	n/a	n/a	n/a	1	1	1	1	1	1	1	12/22 (0.54)
(Dielissen et al., 2014)	2	2	2	2	n/a	n/a	n/a	2	2	1	1	1	1	2	18/22 (0.81)
(Eriksson and Safer, 2016)	2	1	1	1	n/a	n/a	n/a	1	1	1	1	0	2	2	13/22 (0.59)
(Jacobs et al., 2000)	1	1	1	1	n/a	n/a	n/a	2	2	1	2	n/a	1	1	13/20 (0.59)
(Johnson et al., 1993)	2	2	1	2	n/a	n/a	n/a	2	2	2	0	1	2	1	17/22 (0.77)
(Kelley et al., 2008)	1	2	1	2	n/a	n/a	n/a	2	2	2	1	n/a	2	1	16/20 (0.80)
(McGarry et al., 2002)	1	1	1	0	n/a	n/a	n/a	n/a	1	1	2	2	1	1	11/20 (0.55)
(Michael and Marjadi, 2018)	1	1	1	0	n/a	n/a	n/a	0	1	2	0	0	1	1	8/22 (0.36)
(Park et al., 2018)	1	1	1	1	n/a	n/a	n/a	1	0	1	0	0	0	1	7/22 (0.32)
(Parkhill et al., 2014)	1	1	n/a	2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	2	7/10 (0.70)
(Porter and Krinsky, 2014)	2	2	1	2	n/a	n/a	n/a	2	2	2	0	n/a	2	2	17/20 (0.85)
(Safer and Pearce, 2013a)	2	2	2	1	n/a	n/a	n/a	1	1	2	0	0	1	2	14/22 (0.63)

(Schreitmuller et al., 2018)	1	1	1	1	n/a	n/a	n/a	1	2	1	0	0	1	1	10/22 (0.45)
(Seeland et al., 2016)	1	1	0	0	n/a	n/a	n/a	1	1	1	0	0	1	0	6/22 (0.27)
(Sequeira et al., 2012)	1	1	0	0	n/a	n/a	n/a	n/a	n/a	1	n/a	n/a	0	1	4/14 (0.28)
(Siller et al., 2018)	2	2	1	2	n/a	n/a	n/a	2	2	2	1	1	2	2	19/22 (0.86)
(Strong and Folse, 2015)	2	1	1	1	n/a	n/a	n/a	n/a	1	1	0	n/a	1	2	10/18 (0.55)
(Vance et al., 2017)	2	1	1	1	n/a	n/a	n/a	1	1	1	1	n/a	1	1	11/22 (0.50)
(Vogt et al., 2008)	2	2	1	1	n/a	n/a	n/a	2	1	2	1	n/a	1	1	14/20 (0.70)
(Weyers et al., 2017)	1	1	1	1	n/a	n/a	n/a	1	2	1	1	n/a	1	1	11/20 (0.55)

Supplementary Table 3

Quality assessment (qualitative studies)

Study	1	2	3	4	5	6	7	8	9	10	Total
(Parkhill et al., 2014)	1	2	1	2	1	1	1	2	2	2	15/20 (0.70)
(Hammarstrom et al., 2016)	2	2	2	2	1	1	1	0	1	0	12/20 (0.60)

Scoring: 2= yes, 1= partial, 0=no, n/a= not applicable

*Note: checklist for assessing quality of qualitative studies see Kmet (2004) for full description of items.