Despite increasing emphasis on LGBTQ health in medical education across specialties, evidence-based training on LGBTQ patient care in dermatology is lacking.

To assess self-reported clinical preparedness, attitudinal awareness, and basic knowledge of medical students and residents before and after an interactive online didactic session developed by medical students on caring for LGBTQ patients in dermatology

**INTRODUCTION**

**STUDY AIM**

**METHODS**

**RESULTS**

**CONCLUSION**

- Two-hour online interactive didactic session resulted in higher self-reported clinical preparedness and basic knowledge
- No change in attitudinal awareness may be due to ceiling effect
- Limitations: small sample size, single center
- Virtual nature of training session allows for easy dissemination to a broad audience
- Session has potential to improve education gaps in dermatologic care and overcome existing barriers to training