

Abstract

Background and Purpose: Transgender (trans) people experience multiple layers of structural oppression and as such are disproportionately impacted by health inequities, such as high incidence and prevalence of HIV. As HIV prevalence within the trans community continues to rise, identifying and implementing evidence-based strategies to increase access to HIV prevention methods, specifically PrEP, for the transgender community within the primary care setting is critical for ending the HIV epidemic. This project sought to assess barriers and supports to translating existing best practices for increasing access to PrEP for the trans community within an outpatient primary care clinic setting, laying the foundation for future implementation of a quality improvement project.

Methods and Results: Following a literature review to understand best practices for increasing access to PrEP for the trans community in the primary care setting, two surveys were designed to understand possible responses and reactions to proposed evidence-based interventions to increase access to trans PrEP at the project site. A Learning Data Set (LDS) was then utilized to complete the surveys due to unforeseen circumstances related to the COVID-19 pandemic. As such, results are not generalizable and are for demonstration purposes only.

Conclusion and Implications: Key recommendations for increasing access to PrEP for the transgender community include ensuring the clinic staff is trained to care for transgender patients, providing access to both PrEP and gender affirming hormone treatment (GAHT) within the same clinical setting, universally screening all patients, regardless of sexual orientation and gender identity for HIV and providing brief education on PrEP for all.

Keywords: PrEP, transgender, primary care, exploratory process improvement, Learning Data Set, HIV