



A Concept Analysis of Preparedness: Application to LGBTQ Inclusion in Nursing Curricula

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Purpose

The purpose of this concept analysis is to examine the concept of preparedness as it relates to curricular changes in nursing education. Interest in preparedness as a concept evolved as the author began studying the barriers related to the inclusion of lesbian, gay, bisexual, transgender, and queer (LGBTQ) education inclusion in undergraduate pre-licensure nursing curricula.

This analysis investigates the concept of preparedness from within education, nursing, business and economics, and allied health literature. From this, a derived definition of the concept is developed and applied to the preparedness to include LGBTQ education in nursing curricula.

Background

There are a variety of quantitative and qualitative studies done via survey tools that examine nursing students and faculty attitudes, beliefs, and readiness to care for LGBTQ individuals. In one study, 62 percent of nursing students reported that they had the knowledge to care for LGBTQ patients but 85 percent reported that their education had not prepared them enough (Carabez, Pellegrini, Mankovitz, Eliason, & Dariotis, 2015). This suggests that the content, if any, that is being included in curricula is not adequate in preparing students for culturally sensitive care. According to the Institute of Medicine (IOM) (2011) nursing education has a mandate to prepare students with competencies that allow them to provide culturally sensitive care and considers the needs of the LGBTQ community a health priority, which in this case would imply the inclusion of LGBTQ health in curricula. Developing curricula that adequately addresses the diverse needs of this population is important in addition to the knowledge of nursing faculty and their readiness to include this content into nursing education (Lim, Johnson, & Eliason, 2015).

Much of the literature that discussed barriers to LGBTQ inclusion described nursing faculty and nursing students who lacked preparedness, readiness, and willingness to include. The vagueness and equivocation of these concepts makes it difficult to analyze what the true meaning of preparedness might be. To produce conceptual clarity of preparedness, it is critical to examine the use of this concept in an analysis of use throughout varying contextual settings.

Methodology

The concept of preparedness was analyzed using Rodgers' evolutionary view (Rodgers & Knafl, 2000) methodology of concept analysis. A literature database search was completed within Education Resources Information Center (ERIC), Cumulative Index of Nursing and Allied Health (CINAHL), and Business Source Elite (BSE) using the search term *preparedness*. From this search, the first ten full-text available articles were chosen from each discipline, based on their abstracts, for a total of forty articles from the year 2005, to currently published literature.

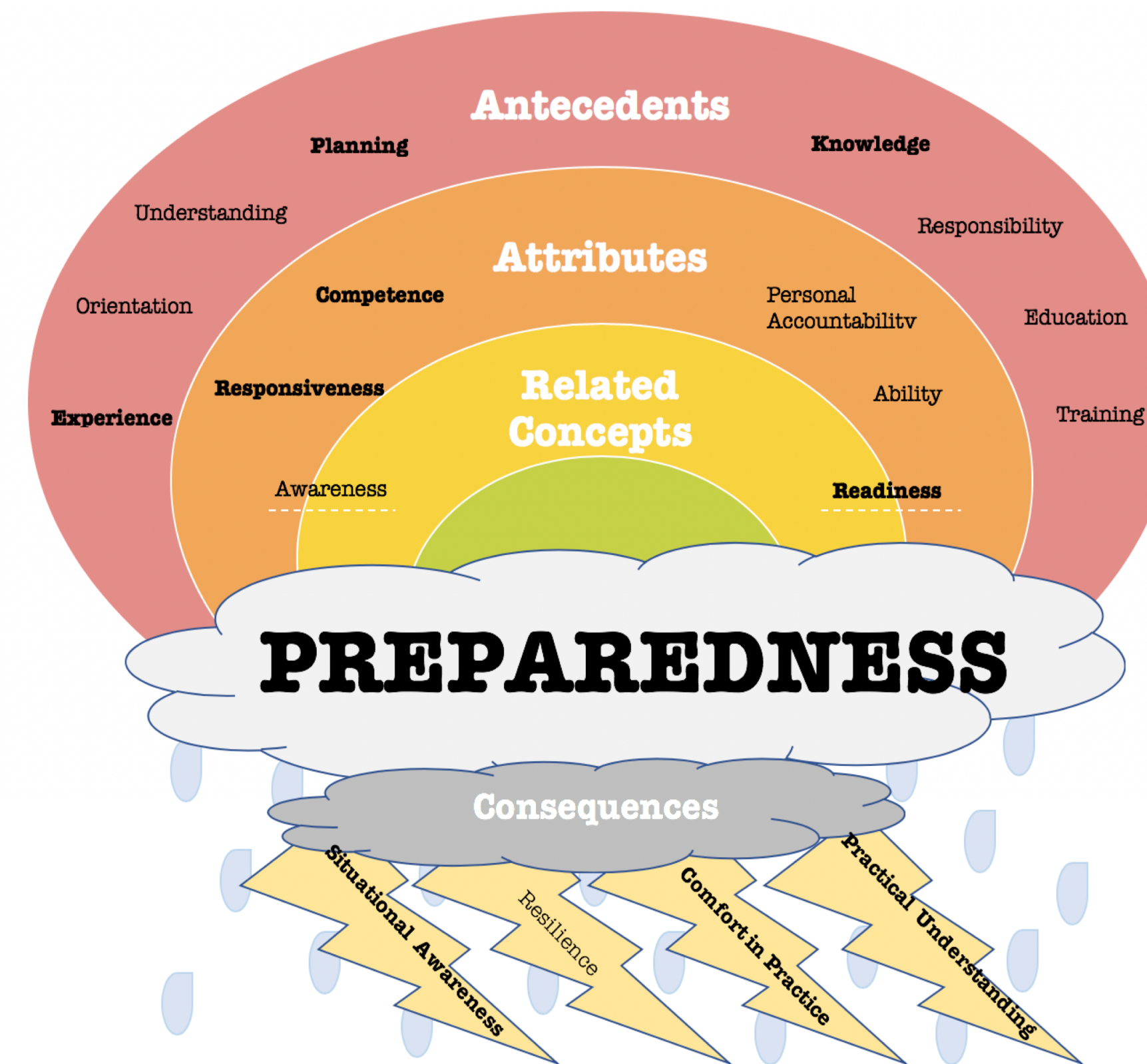
Rodgers & Knafl – Evolutionary View

- Defines concepts in terms of critical attributes, or essence
- Views concepts as dynamic and fluid
- Defined in clusters by ways in which it is used
- The *word* is not the focus, the ideas expressed are the interest

Primary Activities of Analysis

- Identify concept of interest
- Identify sample & setting
- Collect data to identify attributes
- Analyze data in relation to concept
- Identify exemplar case
- Identify implications & future concept evolution

Concept Map



Derived Definition of Preparedness

“Preparedness is drawing from prior knowledge and experiences to maintain situational awareness while being resilient and confident in responding

Preparedness in Education Literature

Search terms: “preparedness” and “teach” (n=58)

- Focus on educators’ preparedness to teach
- Lack of a true definition
- Identified attributes: competence, readiness, ability

Preparedness in Allied Health Literature

Search terms: “preparedness” and “therapy” (n=278)

- Articles spanned physical therapy (3), occupational therapy (4), athletic therapy (3)
- Discussed emergency preparedness
- Identified attributes: readiness, awareness, responsiveness

Preparedness in Business & Economics Literature

Search terms: “preparedness” (n=355)

- Diverse topical areas, but focus remained on disaster preparedness
- First discipline to discuss preparedness as resilience
- Identified attributes: resilience, planning, personal accountability

Preparedness in Nursing Literature

Search terms: “preparedness” and “nursing” (n=725)

- Variety of uses including disaster, caregiver, school nurse, and outbreak preparedness
- Described preparedness as a continuous cycle of planning
- Identified attributes: readiness, awareness

Applying Preparedness to Nursing

Nursing Education:

- Shows educators the antecedents that are necessary for nursing preparedness
- Emphasis on educational preparedness, knowledge development, training, exposure to diverse experiences, and orientation practices

Nursing Practice:

- Exhibit comfort in practice, resilience, practical understanding, situational responsiveness, and reactionary awareness – translates to critical thinking

Nursing Science:

- Understand what prior knowledge and experiences are necessary
- Allow for nursing-driven research into practice, education, and theory-guided practice

Functional Implications to LGBTQ Education

- Preparedness for higher education institutions to be more open to LGBTQ content inclusion
- Preparedness for faculty to teach LGBTQ health in nursing curricula
- Preparedness of practicing nursing to care for LGBTQ clients
- Preparedness of LGBTQ clients to seek medical treatment

Selected References

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Acknowledgements

- Thank you to Dr. Mary L. Baumberger-Henry, PhD, RN from Widener University School of Nursing for the guidance and motivation.
- Thank you to Moravian College FDRC for providing financial support to present this work.

