

We Are...



# Teaching Cultural Competence: Incorporating LGBT content into the Nursing Curriculum

Shawn Frapp, MSN, RN, CCRN

Jennifer Graber, EdD, APRN, PMHCNS, BC



# Disclosure

- The authors of this presentation, from the University of Delaware state that there is no conflict of interest and there was no sponsorship or commercial support given to the author regarding this presentation.

# Objectives

- The learner will be able to:
  - Define and discuss the gender spectrum in regards to implications for nursing education
  - Seek opportunities for incorporating LGBT content into the nursing curriculum

# POP QUIZ

Question: Outside of the context of HIV/AIDS and STIs, how much class time did you have that included a discussion regarding human sexuality in your undergraduate curriculum?

# POP QUIZ

Answer: 2 hours and 12 minutes (132 minutes) is the average time spent on LGBT issues in the nursing curricula (Lim, Johnson & Eliason, 2015).

# Significance & Background

- 3.5% of Americans identify as lesbian, gay, or bisexual (LGB)
- 0.5% identify as transgender
- Flawed figure
- Along the spectrum- 8.2%, or 19 million Americans reports some degree of same-sex activity throughout their lifetime

# Significance and Background

- Nursing students report a lack of knowledge regarding LGBT issues in healthcare (Cornelius & Carrick, 2015).
- The number of elder LGBT patients which is estimated to represent between two and nine million people by 2050 (Lim & Bernstein, 2015).



# The Problem is Structural

- Heteronormativity, or the assumption that everyone is heterosexual until told otherwise, permeates the healthcare environment (Rondahl, 2011).
- Dates back to before 1973 when homosexuality was defined as a mental disorder.

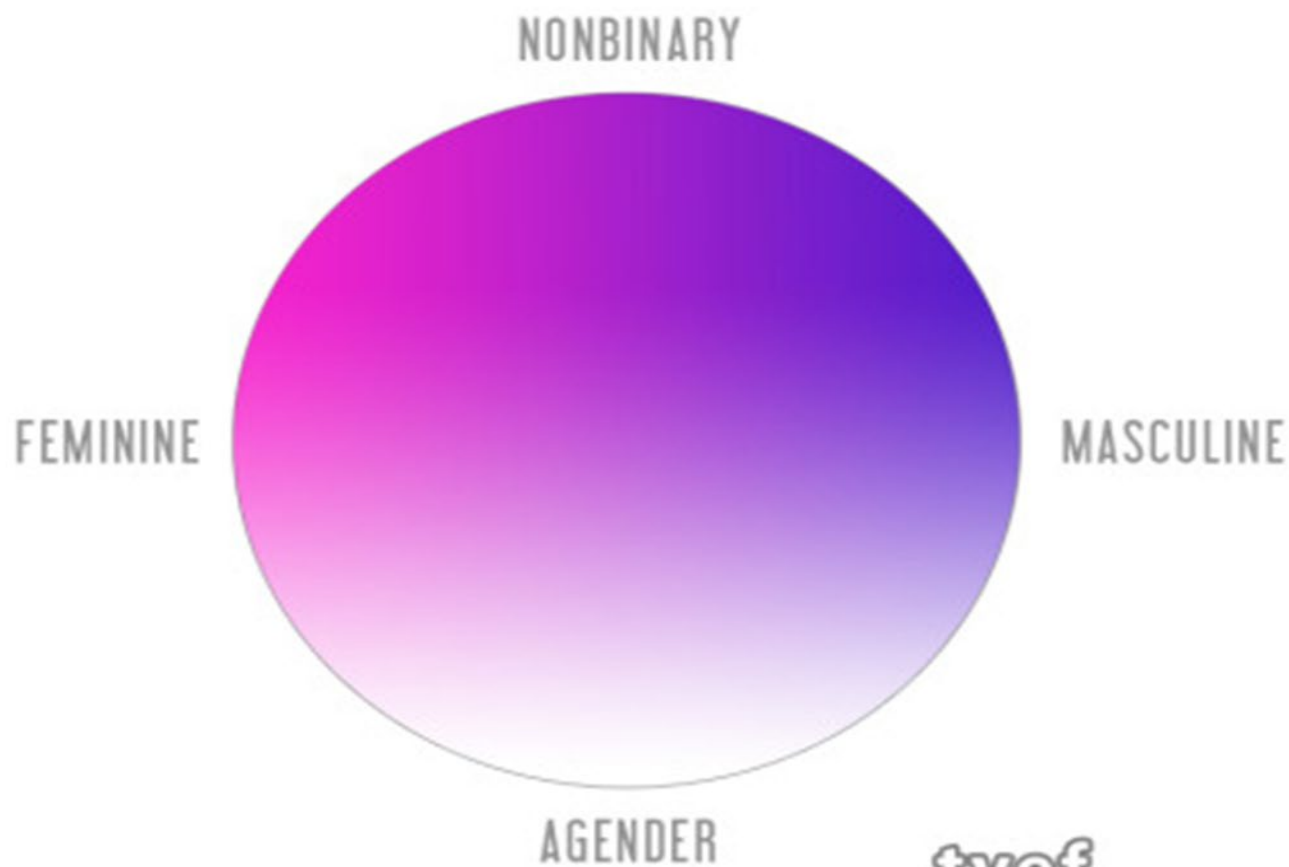


Let's talk about sex...

# Clarification of Terms

- **Sex** is assigned at birth (or prenatally) based on chromosomal makeup and genitalia.
- **Gender** occurs along a spectrum, and is non-binary by nature.
- **Gender identity** is the person's experience of their own gender.
  - May or may not align with sex AAB (assigned at birth),
  - May or may not align with gender expression.
- **Gender expression** is the outward expression of one's gender (UCSF, 2017).
  - How the client presents themselves to the world.
  - Masculine, feminine, androgynous, etc.

# The Gender Spectrum



# Why Are We Discussing This?

- The LGBT population has a unique set of healthcare problems:
  - LGBT youth are 2 to 3 times more likely to attempt suicide.
  - LGBT youth are more likely to be homeless.
  - Lesbians are less likely to get preventive services for cancer.
  - Gay men are at higher risk of HIV and other STDs, especially among communities of color.
  - Lesbians and bisexual females are more likely to be overweight or obese.

## But We Are Evolving...

- In a class of 75 junior, traditional, nursing students a 3-hour lecture was delivered by two members of the LGBT community.
- Students were asked the following week to identify four takeaway points they learned from the lecture, including what they will take into clinical practice.

# Survey Tool

- One question
  - Asked participants to identify up to four “take away points” or things that they learned from the presentation
- De-identified at student’s request.

## And the Survey Says...

- 52 respondents
- 84.62% stated that they were unaware of gender being outside the binary, or that gender identity was different than sex
- 69.23% of students noted that having a lecture on this type of material will inform their practice and enhance their desire to be advocates for LGBT patients
- 21.15% of students noted that LGBT issues had not been previously addressed in their curriculum

# How to Incorporate LGBT Content

- Maruca, Diaz, Stockmann, & Gonzalez (2018)
  - Use of simulation
- Combining didactic information with the use of simulation could prove mutually beneficial for patients and students as they become new-to-practice nurses.



# How to Incorporate LGBT Content

- Faculty diversity and visibility
- Nursing Electives
  - Optional classes that address LGBT challenges
- Cross-curriculum competency
- Individual University needs assessment

# Conclusions

- Ultimately, we are charged with connecting with patients and communities, collaborating with other disciplines, and catalyzing to make a change in the world

# References

- Cornelius, J. B., & Carrick, J. (2015). A survey of nursing students' knowledge of and attitudes toward LGBT health care concerns. *Nursing Education Perspectives*, 36(3), 176-178.
- Lim, F. A., & Bernstein, I. (2012). Promoting awareness of LGBT issues in aging in a baccalaureate nursing program. *Nursing Education Perspectives*, 33(3), 170-175.
- Lim, F., Johnson, M., & Eliason, M. (2015). A national survey of faculty knowledge, experience, and readiness for teaching lesbian, gay, bisexual, and transgender health in baccalaureate nursing programs. *Nursing Education Perspectives*, 36(3), 144-152.
- Maruca, A. T., Diaz, D. A., Stockmann, C., & Gonzalez, L. (2018). Using simulation with nursing students to promote affirmative practice toward the lesbian, gay, bisexual, and transgender population: A multisite study. *Nursing Education Perspectives*, 39(4), 225-229.
- McCann, E., & Brown, M. (2018). The inclusion of LGBT+ health issues within undergraduate healthcare education and professional training programmes: A systematic review. *Nurse education today*. Vol. 64 pp 204-214
- Röndahl, G. (2011). Heteronormativity in health care education programs. *Nurse Education Today*, 31(4), 345-349.
- Williams Institute (2015) LGBT Data Overview: Just the Facts. Accessed from: [https://williamsinstitute.law.ucla.edu/datablog/just-the-facts-data-overview\\_2015/](https://williamsinstitute.law.ucla.edu/datablog/just-the-facts-data-overview_2015/)