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Improving Healthcare Gender Non-Conforming People: Impact of Education on Nurses' Knowledge and Awareness

Jennifer Marie Baumstark, MSN, BSN

Nursing, Hawai'i Pacific University, Kaunakakai, HI, USA

Purpose:

People in possession of transformative gender identity (PIPOTGI) face multiple barriers when attempting to access health care. A lack of nursing and provider knowledge is recognized as foundational to this problem. As a result of providers lack of training, PIPOTGI are tasked with educating those providing care for them regarding critical aspects of their health care needs. PIPOTGI are often discriminated against during health care encounters which results in PIPOTGI avoiding or delaying health care. These delays result in higher morbidity and mortality among PIPOTGI. The purpose of this project is to educate nurses about the health care needs of people in possession of transformative gender identity (PIPOTGI) while exploring their personal attitudes and beliefs regarding PIPOTGI. The overall aim of the project is to enhance culturally competent care for PIPOTGI.

Methods:

The planned research project is a mixed-method research design and will consist of an educational session for licensed nurses in the state of Hawaii. Quantitative information will be gathered by demographic data, knowledge of PIPOTGI, and Transgender Attitude Beliefs Scale (Kanamori, Cornelius-White, Pegors, Daniel, & Hulgus, 2017) pre and post-tests. These tests will be analyzed using paired t-tests. Qualitative information will be gathered during debriefing sessions with open ended questions. The analysis of qualitative data obtained from recorded interviews of the debriefing sessions will be transcribed and evaluated by the primary investigator and a research assistant using constant comparison technique (Hall & Roussel, 2017, p. 37) to identify common themes. To ensure interrater reliability, the researchers will compare and refine these results. Based on evidence in the literature highlighting the disparity in PIPOTGI health care and treatment, it's negative consequences, and a notable lack of healthcare provider knowledge and awareness, the need for an educational training session is apparent. The type of learning needed must have the ability to disrupt nurses' transphobic beliefs (if held) regarding PIPOTGI to allow for transformation and learning to occur. For this reason, the educational theory of transformational learning will be used as a framework for PIPOTGI-centered education. The goal of using Mezirow's theory (Mezirow, 1978) will be for nurses to form a more developed frame of reference surrounding PIPOTGI. For this to occur, there must be enough disruption of their existing frame of reference to make space for reflection and a new understanding of PIPOTGI.

Results:

To Be Determined

Conclusions:

There is the potential to change the paradigm of health care for PIPOTGI by completing this DNP project. Educating LPNs, RNs, and APRNs regarding the health care needs of PIPOTGI and allowing them the opportunity to explore any preconceived bias toward PIPOTGI they may have will help to decrease the incidence of transphobia and discrimination against PIPOTGI in health care settings. Once they have a deeper understanding of PIPOTGI, nurses may serve as positive examples for their co-workers and be empowered to advocate for culturally competent healthcare for PIPOTGI.

Title:

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Keywords:

Culturally competent care, Gender non-conforming people and Nurses

Abstract Summary:

The purpose of this project is to educate nurses about people in possession of transformative gender identity (PIPOTGI) and their healthcare issues and to explore nurses' personal attitudes and beliefs regarding PIPOTGI. The overall aim of the project is to enhance culturally competent care for PIPOTGI.

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First Primary Presenting Author***Primary Presenting Author***

Jennifer Marie Baumstark, MSN, BSN

Hawai'i Pacific University

Nursing

Doctor of Nursing Practice Student

Kaunakakai, Hawai'i

USA

Author Summary: Jennifer Baumstark holds an associates degree from Harper Community College, a bachelors degree in biology and chemistry from Illinois State University, a bachelors degree in nursing from Mennonite College of Nursing, a masters degree in nursing from University of Illinois-Chicago, and will complete her Doctor of Nursing practice degree from Hawaii Pacific University in August of 2020.