Equitable Obstetrical Care for the Lesbian, Gay, Bisexual, and Transgender (LGBT) Community

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Background

Research has indicated that Lesbian, Gay, Bisexual and Transgender (LGBT) patients are not always satisfied with their healthcare experiences due to the limited training received by the healthcare professionals caring for them. Despite the recommendations of the United States administrative, governmental, and accrediting stakeholders, healthcare providers, care facilities, and education institutions continue to exhibit reluctance with concerning integrating LGBT issues into their practice, policies, curricula, textbooks, and syllabi.

Aim: The purpose of this study was twofold: To explore


Methods: This study employed a qualitative, intrasexual single, and to

This study employed a qualitative, intrinsic single, specifically in regards to the obstetrical content in current nursing practice, policies, curricula, and stakeholders, health

Results indicated that nursing faculty is not knowledgeable about LGBT obstetrical health issues and lack the knowledge of how to incorporate LGBT issues into the curriculum. Faculty reported a high percentage of not incorporating LGBT issues into the curriculum in the United States Nursing School. This lack of knowledge is significant because the inclusion of the LGBT health issues will be highly dependent on the comfortability, knowledge and skill of the nursing faculty.

Overall, this study indicated that there is a need for inclusion of LGBT health issues in the Associate Degree Obstetrical curriculum in this United States Nursing School.

Suggestions for future research:

Examine how the LGBT population is represented and portrayed in the baccalaureate obstetrical curriculum, textbook, and syllabi in the Southern regions of the United States.

References


Conclusion:

These data showed that currently, there are minimal to absent LGBT content in obstetrical nursing curricula in this Associate Degree Nursing Schools in the Northeastern State of United States. This lack of identification of topic in texts, curricula and syllabi are significant because RN testing does not have the topic as part of the test content outline so there may be no change until the NCLEX/NLN make it part of the basic test- NCLEX.

Results indicated that nursing faculty is not knowledgeable about LGBT obstetrical health issues and lack the knowledge of how to incorporate LGBT issues into the curriculum. Faculty declared: “I thought sexual orientation and sexual identity means the same thing…You see what I mean, how can I teach something I do not know? I tell you, these terminologies need to be in the textbooks.” This lack of knowledge is significant because the inclusion of the LGBT health issues will be highly dependent on the comfortability, knowledge and skill of the nursing faculty.

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