An exploration of the pedagogical practices and perceptions of nursing faculty related to Lesbian, Gay, Bisexual, and Transgender (LGBT)-related content serves to bolster an understanding of how faculty can support students’ acceptance of sexual identity and expression. This investigation includes a qualitative aspect focused on understanding the practices of nursing faculty related to the integration of LGBT content in the undergraduate curriculum. A quantitative aspect measuring nursing faculty attitudes and/or perceptions related to the LGBT community will further strengthen understanding. The purpose of the proposed study is to determine current nursing faculty attitudes and practices related to integrating LGBT-related content into their courses. The data gleaned from this study can positively impact educational practice and policy by identifying opportunities and barriers to the inclusion of LGBT-related content into nursing courses. Developing effective strategies for the integration of this content can enhance learner preparation related to their acceptance of LGBT individuals.

Including the LGBT-community and their specific health concerns in the larger discussion and thread surrounding cultural awareness and sensitivity is essential to prevent this population from suffering unnecessary health disparities. Although there is a plethora of cultural sensitivity and diversity literature related to many culturally specific patient populations (Huey, Tilley, Jones, & Smith, 2014; Truong, Paradies, & Priest, 2014; Tucker, Arthur, Roncoroni, Wall, & Sanchez, 2013), the literature specific to the inclusion of the LGBT community is still developing. There is also a body of literature to support cultural competence as a key curricular standard for nursing education (Mareno, & Hart, 2014), but the typical view of cultural competency is not inclusive of the LGBT community. Although cultural competency is a core curricular element in undergraduate and graduate nursing curricula (Mareno, & Hart), it is usually focused on ethnic and racial cultural competence. There is an emerging body of literature related to the LGBT individuals, but most relevant literature focuses on the long-term care needs of the aging LGBT individual (Fredriksen-Goldsen, Hoy-Ellis, Goldsen, Emlet, & Hooyman,2014) and their unique needs (Coulter, Kenst, Bowen, & Scout, 2014). Recently, there has been an emersion of nursing literature focusing on sexual health and sexual rights (Rew, Thurman, & McDonald, 2017), and nursing education (Echezona-Johnson, 2017). Additionally, LGBT-related literature is more prominent in disciplines outside of nursing. There is a gap in the nursing literature related to pedagogical practices that could enhance the acceptance of sexual identity and expression in nursing education.

Nursing faculty have a unique ability to foster the acceptance of sexual identity and expression through purposeful and inclusive approaches to teaching sensitivity towards LGBT individuals. Effective pedagogical practices which increase cultural sensitivity, inclusive of the LGBT community, could increase students’ self-awareness of their potential biases and their knowledge related to this population. This awareness can help students to understand their perceptions of the LGBT community and shift their paradigms related to the importance of acceptance of sexual identity and expression when caring for this population. This shift, as well as an increase in knowledge related to LGBT individuals, can positively influence the effectiveness and quality of care for LGBT patients. Nurses’ knowledge and attitudes related to patient populations can affect their quality of care (Deasey, Kable, & Jeong, 2014), so increasing awareness in nursing students related to the LGBT community has the potential to positively impact patient care. There is growing evidence that culturally insensitive care contributes health disparities (Tucker, Arthur, Roncoroni, Wall, & Sanchez, 2013), which is especially concerning given the unique needs of some LGBT individuals.
Fostering Acceptance of Sexual Identity and Expression of the LGBT Community in the Classroom

Title:

Fostering Acceptance of Sexual Identity and Expression of the LGBT Community in the Classroom

Keywords:

Cultural sensitivity, LGBT and Nursing faculty

References:


Abstract Summary:

An exploration of pedagogical practices and perceptions of nursing faculty related to LGBT-related content serves to support students’ acceptance of sexual identity and expression. This investigation includes a qualitative aspect to understand the practices of nursing faculty, and a quantitative aspect measuring nursing faculty attitudes related to the LGBT community.

Content Outline:

Introduction: Exploration of the pedagogical practices and perceptions of nursing faculty related to Lesbian, Gay, Bisexual, and Transgender (LGBT)-related content
Main Point: Determine current nursing faculty attitudes and practices related to integrating LGBT-related content into their courses; Supporting Point: Serves to bolster an understanding of how faculty can support students’ acceptance of sexual identity and expression

Main Point: Nursing faculty can foster the acceptance of sexual identity and expression; Supporting point: Purposeful and inclusive approaches to teaching can enhance sensitivity towards LGBT community

Main Point: Nurses’ knowledge and attitudes related to patient populations can affect their quality of care; Supporting Point: Increasing awareness in nursing students related to the LGBT community has the potential to positively impact patient care

Conclusion: Promotion of culturally sensitive care can help decrease health disparities in LGBT individuals

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**Professional Experience:** Dr. Jennifer A. Specht earned a PhD from Villanova University with her coursework focusing on Nursing Education. Her MSN, also focused on Nursing Education, is from DeSales University; she earned her BSN from Villanova University. Dr. Specht served as the Director of Aria Health’s School of Nursing (formally Frankford Hospital School of Nursing). She held faculty appointments at DeSales University and Moravian College prior to her position at Widener University.  

**Author Summary:** Dr. Specht has more than 10 years of academic nursing education experience, as well as nursing leadership and administrative experience. Her areas of interest are focused on mentoring relationships, leadership development, and the LGBTQ community. She has presented her research both nationally and internationally. This presentation is gleaned from a thorough review of the evidence-based literature done in preparation to author a chapter on leadership in the recent NLN Core Competencies for Nurse Educators publication.