

## Nursing Education Research Conference 2018 (NERC18)

### Fostering Inclusive Spaces for Diverse LGBTTTQ+ Students and Clients in Nursing Curriculum

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Peggy McIntosh and Emily Style coined the metaphor that curriculum should be both a “window” and “a mirror” for students. The curriculum should ideally provide “windows out into the experiences of others, as well as mirrors of the student’s own reality” (Michie, 2014, para. 2). It is evident in research that when students feel excluded from curriculum they may not be engaged fully with the content. In reverse, when students are exposed to an inclusive curriculum, they feel motivated and engaged with the content of the course (Haghiri-Vijeh, 2013; Lim & Kim, 2014; Knowles, 1980). Similarly, lesbian, gay, bisexual, transgender, two-spirit, and queer (LGBTTTQ+) communities are often missed from nursing education and their health and social care needs are not addressed in the nursing curriculum (Merryfeather & Bruce, 2014). This is relevant to programs in nursing education at diploma, undergraduate, and graduate degree programs (Echezona-Johnson, 2017; Daley & MacDonnell, 2015). Foundational nursing textbooks highlight the importance of inclusivity for all clients, but is this really the case when it comes to LGBTTTQ+ clients? Nursing programs must shed light on the importance of acceptance, access, and health equity for the health of LGBTTTQ+ populations. Yet, nursing faculty and researchers lack the tools to provide an inclusive and positive space for their LGBTQ+ students in the classroom, lab, and clinical placements (Lim & Hsu, 2016; Sirota, 2013; Sugden, Bosse & LeBlanc, 2016). This presentation aims to provide suggestions and tools on how to foster inclusive environments in nursing education for diverse LGBTTTQ+ communities.

This presentation will include lessons learned from providing 3-hour Positive Space training to students. The aim of this study was to examine students’ knowledge and comfort with LGBTTTQ+ communities before and after the Positive Space training and its impact on their professional practice. This study employed a mixed method quasi-experimental research study with pretest, posttest, and focus group interviews. The participants included 160 urban city students in Canada. The results showed statistically significant increases in students’ knowledge and comfort about LGBTQ+ communities post training. Unexpected findings were that students had started to educate and inform family and friends about LGBTTTQ+ communities after the training. Therefore, incorporation of Positive Space training for healthcare professionals is crucial and has been found beneficial.

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**Title:**

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LGBTTTQ+, diversity and inclusivity

**References:**

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#### **Abstract Summary:**

Tools will be shared on how to build spaces and curriculum inclusive of diverse LGBTTTQ+ communities. Our research study will also be shared, showing that Positive Space Training was a useful tool to increase students' knowledge and comfort in working with diverse LGBTTTQ+ clients.

#### **Content Outline:**

Content Outline Step:

- Learning Objectives
- Background and literature review
- Creating inclusive environment for students
- Presentation of research findings
- Sharing of tools
- Questions and dialogues

First Primary Presenting Author

#### **Primary Presenting Author**

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**Professional Experience:** 2010 to present - Professor of nursing, Collaborative Degree Nursing

program, School of Community and Health Studies, Centennial College. 2013 to present – Member of Rainbow Nursing Interest Group [Co-chair – Policy and Political Action Executive Network Officer (Since May 2014)] 2016 – present - Sigma Theta Tau International (STTI) Honor Society of Nursing [Declared Leadership and Succession committee member]

**Author Summary:** Roya Haghiri-Vijeh, MN (Hons), BN, RN, is an active member of RNAO's Rainbow Nursing Interest Group. Roya, the Principle Investigator, is a nursing PhD student at University of Victoria with a focus to enhance and advance the health and social care of the diverse gender, sex, and sexual communities. Roya has been involved as co-investigator in several research projects on topics of policy, online education, simulation, and peer mentorship for nursing students.

Second Author

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**Professional Experience:** 1986 to present - Professor of nursing, mentor for new faculty, program advisory committee member, Collaborative nursing degree program, School of Community and Health Studies, Centennial college.

**Author Summary:** Tara McCulloch, MA (Ed), BScN, RN, has been nursing faculty at Centennial College since 1986. She has participated in a number of research projects at Centennial College in collaboration with the other communities and was a co-investigator on this project. Tara has conducted simulation research; and has attended and presented at international simulation conferences. She has advocated for inclusivity in nursing and in simulation and health care curricula.

Third Author

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**Professional Experience:** Gabriel has a wide range of knowledge in the area of global citizenship, equity and human rights with an M.A. in Sociology and Equity Studies in Education from OISE. His research focused on deconstructing white teacher identity as a crucial step in the journey for white teachers to engage in anti-racist pedagogies. Global Citizenship & Equity Portfolio Learning Advisor, Centennial College.

**Author Summary:** Gabriel Bedard, MA, is not a nurse but has 22+ years of experience in human rights/equity/anti-oppression work, education, program development and management, both within an educational setting and a not-for-profit setting. He has worked as an Equity Advisor for the University of British Columbia and as the Sr. Coordinator of Diversity for the Canadian Cancer Society.