Fostering Inclusive Spaces for diverse LGBTTQ+ students and clients in nursing curriculum

Roya Haghiri-Vijeh RN, BN, MN, PhD Student (University of Victoria)

Research team: Tara McCulloch and Gabriel Bedard
Conflict of Interest

No Conflicts of Interest

Acknowledgement: University of Victoria for supporting me to attend this conference and Centennial College for funding the research.
Today’s Focus

• Tools will be shared on how to build spaces and curriculum inclusive of diverse LGBTTQ+ 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 LGBTTQ+ clients.
The Genderbread Person
by www.ItsPronouncedMetrosexual.com

Gender Identity
- Woman
- Genderqueer
- Man
Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.

Gender Expression
- Feminine
- Androgynous
- Masculine
Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.

Biological Sex
- Female
- Intersex
- Male
Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.

Sexual Orientation
- Heterosexual
- Bisexual
- Homosexual
Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.
“Being healthy is more than not being sick; It’s about feeling well – in your body, in your mind, and in your connections with other people. It’s about how well you can meet your needs, achieve your goals, and cope with the situation that you’re in. All sorts of things can make it hard to be/get healthy: poverty, homelessness, racism, sexism, homophobia, transphobia; Sometimes these things overlap, which makes getting health care really difficult, or even impossible.
To be healthy, members of our communities must be treated with dignity and without prejudice. We must have healthcare and support services that we can access and that meet our needs”.

https://rainbowhealthnetwork.wordpress.com/
Key Findings in Research

Every Class in Every School: Final Report on the First National Climate Survey on Homophobia, Biphobia and Transphobia in Canadian Schools in 2012 by Egale Canada Human Rights Trust

Egale Human Rights Trust is Canada’s only national charity promoting lesbian, gay, bisexual, and trans (LGBT) human rights through education, research and community engagement.
of LGBTQ and non-LGBTQ students reported hearing expressions such as *that’s so gay* every day in school and almost half (48%) reported hearing remarks such as *faggot, lezbo*, and *dyke* every day in school.

**10%** reported having heard homophobic comments from teachers daily or weekly.
74% Trans Students

55% Sexual Minority Students

26% Non-LGBTQ Students

reported having been verbally harassed about their gender expression

37% of youth with LGBTQ parents reported being verbally harassed about the sexual orientation of their parents.
1 in 5 LGBTQ Students reported being physically harassed or assaulted due to their sexual orientation.
Nursing knowledge:

• This is relevant to programs in nursing education at diploma, undergraduate, and graduate degree programs (Echezona-Johnson, 2017; Daley & MacDonnell, 2015).

• 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).
• Multidisciplinary Positive Space Training to increase students’ knowledge and comfort working with LGBTQ+ Communities

• Funded by Applied Research and Innovation at Centennial College (ARIC)
• We conducted a quasi-experimental mixed method study using pretest and posttest surveys and followed up with focus group interviews.

• We modified two widely used tools for our research
  - LGBT Inclusivity – Personal Assessment Tool (Public Health Alliance for LGBTTTIQQ Equity)
  - Course Satisfaction Survey (Ryan, Campbell, & Brigham, 1999)
DATA COLLECTION

• 6 Positive Space sessions were conducted
  • 4 sessions = classrooms with peers from the same discipline
    • Social Service Worker
    • Child and Youth Worker
    • Personal Support Worker
  • 2 sessions = multidisciplinary sessions
• All of the 160 students who took the Positive Space Training completed the pre and posttest

surveys: https://www.stfx.ca/about/news/positive-space-training
OUR FINDINGS

- Positive Space Training was the first training/course on LGBTQ+ content for the majority 
(n = 87; 61.3%)

- Students made major gains in their LGBTQ+ attitudes following the training and there was a statistically significant difference in the post training scores for all three items
## PRE & POST-TEST RESPONSES

<table>
<thead>
<tr>
<th>Competency Item</th>
<th>Pre course mean</th>
<th>Post course mean</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of the LGBT+ communities</td>
<td>2.7 (1.0)</td>
<td>4.2 (.66)</td>
<td>.000</td>
</tr>
<tr>
<td>Ability to correctly address someone from the LGBT+ community</td>
<td>2.9 (2.6)</td>
<td>4.5 (2.4)</td>
<td>.000</td>
</tr>
<tr>
<td>Comfort level communicating in an inclusive language with members of the LGBT+ communities</td>
<td>3.3 (1.1)</td>
<td>4.3 (/73)</td>
<td>.000</td>
</tr>
<tr>
<td>Item</td>
<td>% agree/strongly agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I gained skills that will be useful to me in the future:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• At school</td>
<td>92.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• At work</td>
<td>94.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In the community</td>
<td>91.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• With family</td>
<td>86.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• With friends</td>
<td>94.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would recommend Positive Space Training to other students</td>
<td>94.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I recommend this training be part of the college curriculum</td>
<td>90.2</td>
<td></td>
<td></td>
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</tbody>
</table>
“I wanted to advocate, be involved but I felt I didn’t have the knowledge or even the terminology so I’d get frustrated wanting to be able to be involved but feeling like due to my own lack of immersion within the community, I couldn’t, I wasn’t capable of advocating or becoming involved or being an ally. Positive space training ended up being really beneficial and I want to use it a lot in my own personal practice.”
“It will help me to work better with different clients and that will help me understand them better.”

“Learning about the different terms of what is acceptable/unacceptable – helped majorly because [I will be] working with children or youth [and now] I have better knowledge.”
“I will watch my language. For example, instead of asking about someone’s husband/wife, I would ask about someone’s partner.”

“I know the correct words and their meanings for the future when I’m working with youth.”
UNEXPECTED FINDINGS

Students’ dissemination of knowledge to family, friends, and the community that students were affiliated with.

“My friends with different professions (finance, doctor, and a speech therapist coordinator) didn't get this training, so I quizzed them when we went out. We had a conversation about it and it was pretty cool because everybody was saying ‘thanks that's good to know, so if we ever encounter clients or patients we can avoid making these mistake and that was really helpful.”
RECOMMENDATIONS

• An introductory face-to-face 2-3 hours positive space training be included in all programs

• LGBTQ+ communities health and social needs should be included into all courses and programs at the University and College levels
1. Use inclusive language

2. Never tolerate abusive language in class or halls or workplace

3. Never assume the sexuality or gender of a person

4. Maintain confidentiality within the confines of your professional responsibility

5. Keep an eye out for bullying/harassment and act to stop it

6. Respect the needs of lesbian, gay and bisexual individuals
7. Respect the needs of trans individuals

8. Encourage respectful disagreement on issues of sexual and gender identity

9. Don’t ask people to speak for an entire group

10. Examine your workplace

11. Recognize that you’re not an expert, you will make mistakes and occasionally be insensitive

12. Acknowledge that building an inclusive community is better for everyone and act on it
Positive Space Program: Fostering Inclusion
Positive Space Training

• LGBTQ+ communities have experienced discrimination from nurses and other healthcare professionals and this has led individuals to not seek care or avoid disclosure of their identity (Lim & Kim, 2014; Merryfeather & Bruce, 2014).

• Many who have experienced discrimination from healthcare professionals have avoided follow up visits with health care professionals (Rainbow Health Ontario, 2012).

• Thus, we believe that training for nurses is crucial to increase practitioners’ knowledge and comfort in communicating and working with diverse LGBTQ+ communities (Carabez et al., 2015a,b; Chapman et al., 2011; Daley & MacDonnell, 2014).
Positive Space Training

Is an effective tool that may be employed to advance health and social care practices within nursing education and practice.
Engage Experts

• Rainbow Health Ontario
  www.rainbowhealthontario.ca

• RNIG Rainbow Interest Group within RNAO
  http://rnao.ca/connect/interest-groups/rnig

• Access Alliance (Multicultural Health and Community Services)
  http://accessalliance.ca/programsservices/lgbtqprograms/lgbtq-resources/
Thank you

Questions??

Roya Haghiri-Vijeh  
rhaghiri-vijeh@centennialcollege.ca

NLN conference April 2018
References


References


