



Western Michigan University
ScholarWorks at WMU

Instructional Development Grants

Office of Faculty Development

Fall 9-20-2019

Improving Nursing Program Climate, Knowledge, and Attitudes toward LGBTQ+ Health and Healthcare

Pamela J. Wadsworth

Western Michigan University, pamela.j.wadsworth@wmich.edu

Follow this and additional works at: <https://scholarworks.wmich.edu/instructional-development-grants>



Part of the Higher Education Commons, and the Medical Education Commons

WMU ScholarWorks Citation

Wadsworth, Pamela J., "Improving Nursing Program Climate, Knowledge, and Attitudes toward LGBTQ+ Health and Healthcare" (2019). *Instructional Development Grants*. 15.

<https://scholarworks.wmich.edu/instructional-development-grants/15>

This Poster is brought to you for free and open access by the Office of Faculty Development at ScholarWorks at WMU. It has been accepted for inclusion in Instructional Development Grants by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.



Improving Nursing Program Climate, Knowledge, and Attitudes toward LGBTQ+ Health and Healthcare

Pamela Wadsworth, PhD, RN

Scholarship and Inquiry Committee, Bronson School of Nursing
2018-2019 Instructional Development Travel Grant



Purpose

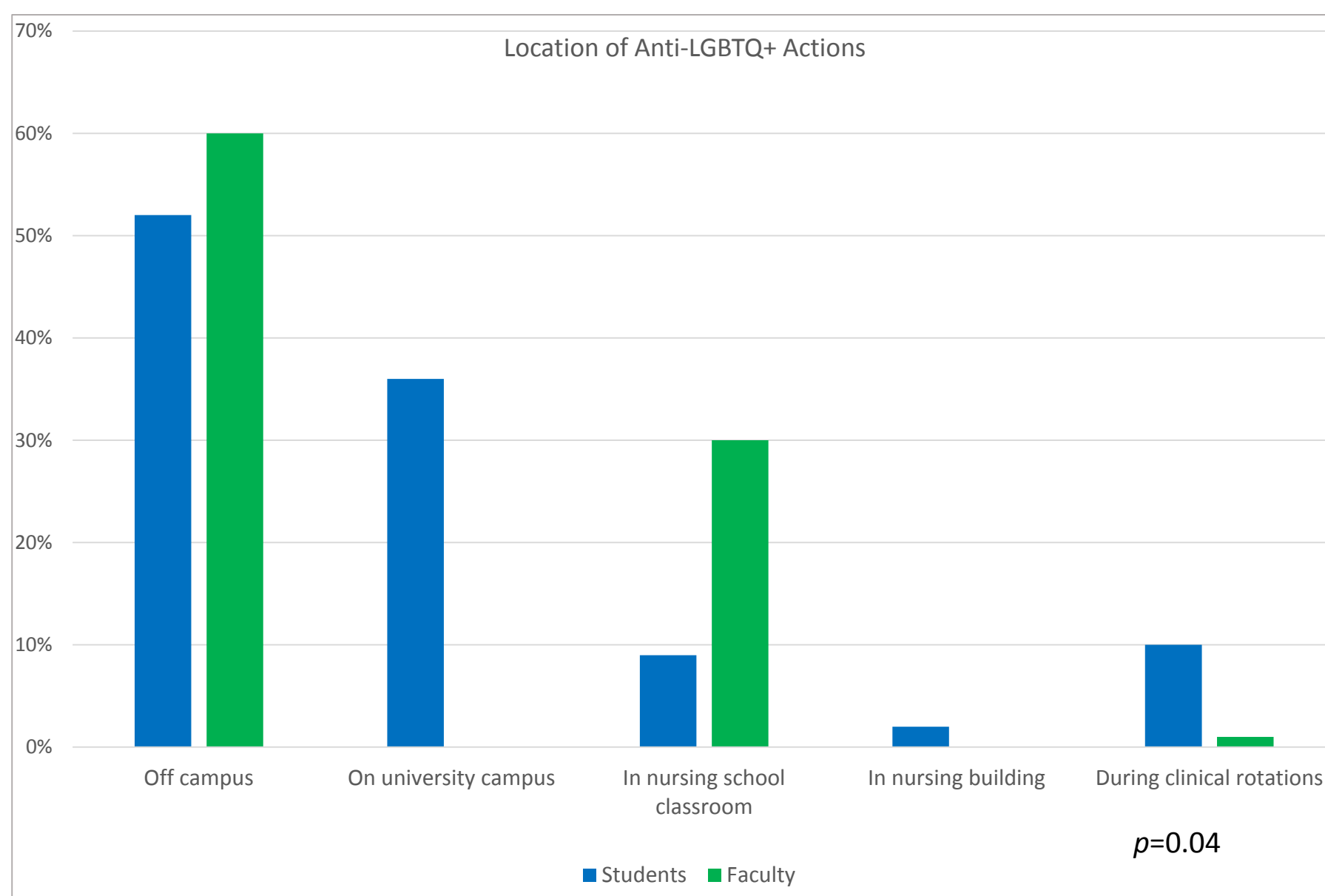
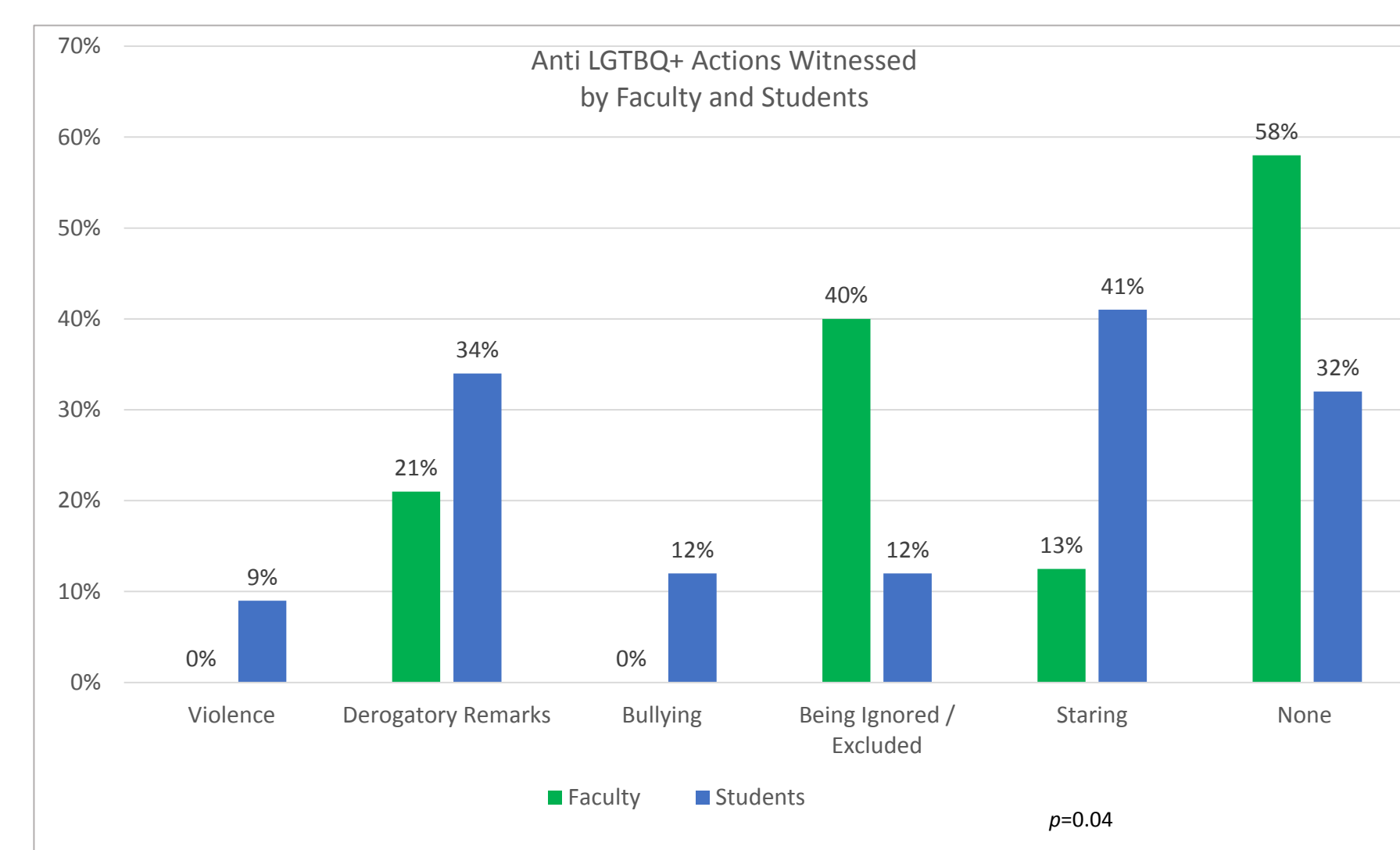
To implement an educational intervention and examine the effects of the intervention on nursing student and faculty perceptions of nursing program climate, knowledge, and attitudes regarding LGBTQ+ health and healthcare.

Purpose & Background

- Increase LGBTQ+ educational content in BSON courses
- Significant health disparities in LGBTQ+ population
- Lack of adequate preparation of nursing students to work with LGBTQ+ patients in U.S.
- Inadequate preparation is correlated with bias and healthcare avoidance by LGBTQ+ persons
- In spring 2018, 104 BSN students wrote letter requesting increased LGBTQ+ curricular inclusion. A portion of this letter is displayed below:

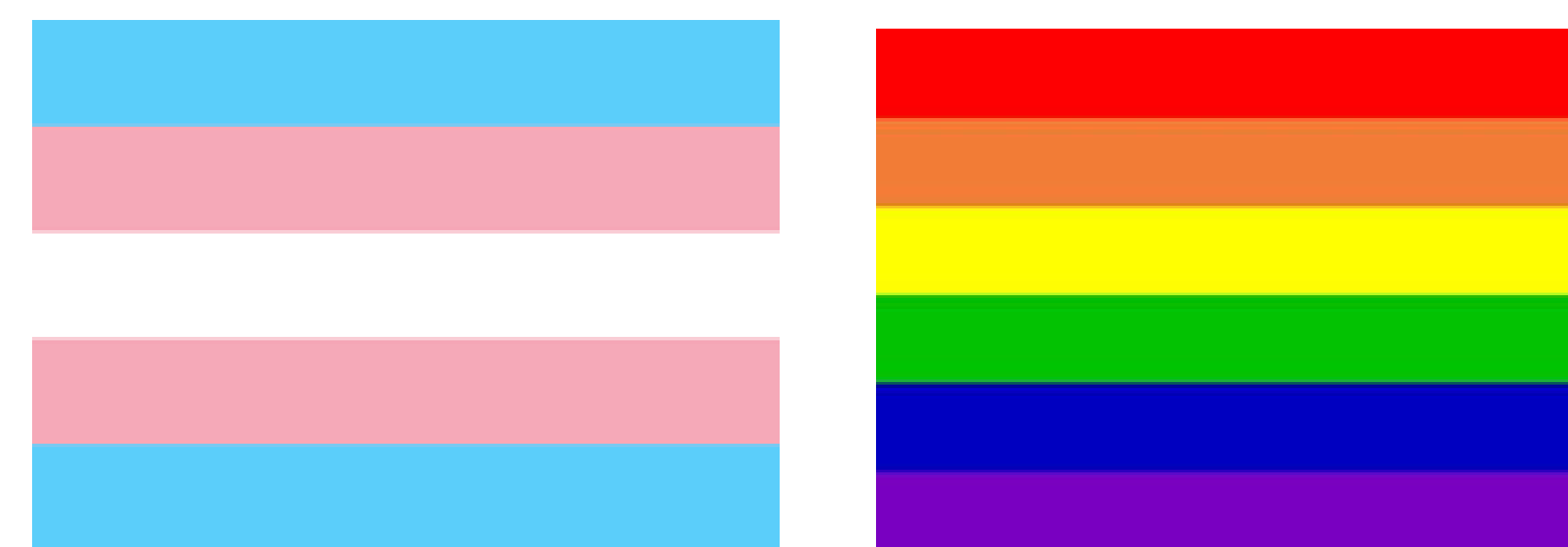
Pre-Intervention Findings

Climate



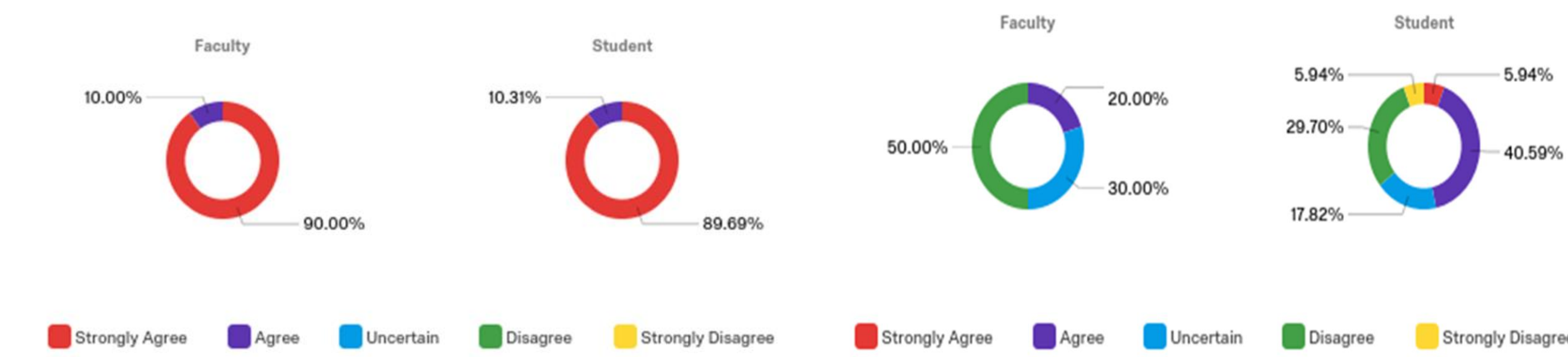
Knowledge

Selected Questions	% Correct Students	% Correct Faculty
Conversion therapy is effective to change a person from gay, lesbian, or bisexual to become straight / heterosexual (False = correct answer).	96%	100%
LGBTQ+ Populations have unique health risks and health needs (True = correct answer).	80%	95%
Access to healthcare is the same for LGBTQ+ persons as for other members of the population (False = correct answer).	81%	88%
Female-to-male transgender persons who have cervixes remain at risk for cervical cancer and require regular Pap smears (True = correct answer)	99%	94%

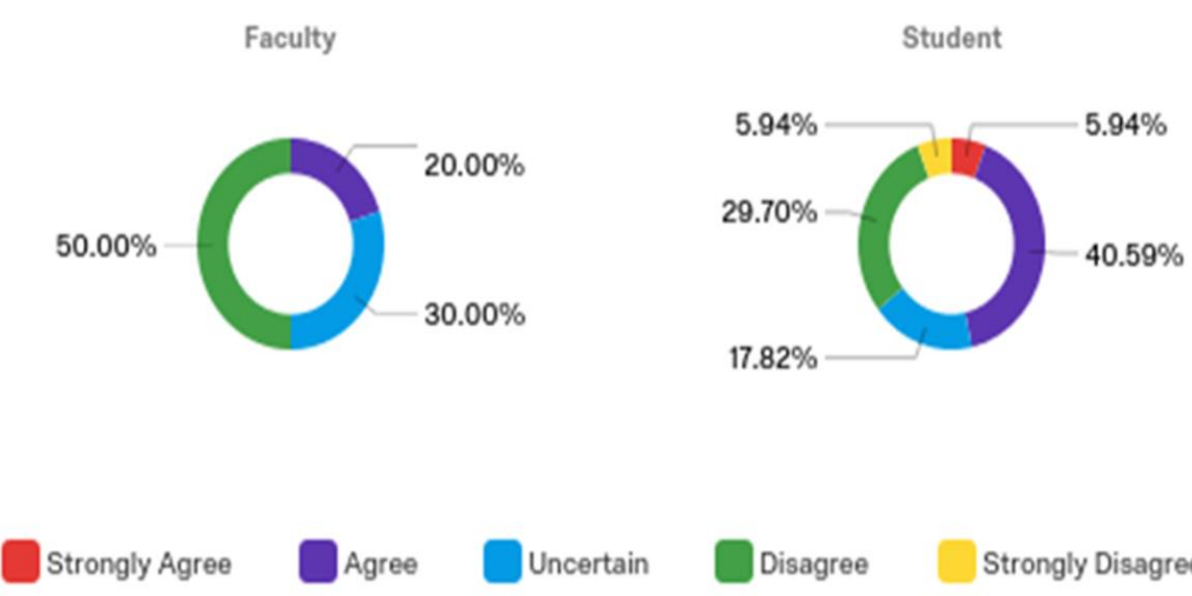


Attitudes

LGBTQ+ patients deserve the same quality of care from nurses as other patients:



When I first meet a patient/person, I assume they are heterosexual:



“Though I am undeniably heavily biased against the LGBTQ community I cannot deny my duty as nurse to serve them nor my Christian obligation to love...I cannot help question if disparity in healthcare towards the LGBTQ community is conceived of unjustifiable social constructs or simply because of being LGBTQ.”

Interventions

- Safe on Campus workshops with pizza and potential extra credit-attended by faculty and students
- Workshop for faculty at CHHS by nationally recognized expert how to include LGBTQ+ content in healthcare curricula (n=15/16, 93.8% BSON attendance)
- Display Pride flags and Safe on Campus certificates throughout BSON offices
- Purchase of books on LGBTQ+ healthcare, Integrating LGBTQ+ content into nursing curriculum
- Co-sponsor with Bronson Hospital for speaking event – how to provide culturally sensitive healthcare for LGBTQ+ individuals and families



Feedback & Results

Faculty feedback (based on informal conversations):

- Increased comfort level and knowledge
- Increase in inclusion in case studies, assigned readings

Student feedback: (based on informal conversations and formal written assignments):

- Increased knowledge and comfort

“One thing that I have noticed about myself is that I assume people’s gender and sexuality as being cisgender and straight, which is not always the case.... This training has made me a better person and will make me a better healthcare provider in the future.”

- Increased advocacy (several volunteered at Pride Kalamazoo)



Olivia Ralph, Samantha Bruley, & Ryan Dula

Continued challenges:

- Prioritizing into courses with other necessary content
- Finding relevance (not on licensing exam for nursing)
- Religious / philosophical beliefs that LGBTQ+ identity and/or actions are unacceptable

Next Steps

- Quantitative survey of students faculty, and staff will be completed in September, 2019 (potential annual survey).
- Safe on Campus training integrated into beginning course for all BSON students

SPECIFIC TO THIS LETTER REQUESTING MORE CURRICULAR INCLUSION INTO THE NURSING CURRICULUM IS THAT IT IS NOT LGBTQ+ INCLUSIVE. A FEW PROFESSORS MENTION THAT "SOME FAMILIES ARE NONTRADITIONAL" BUT THEN MOVE ON WITH CONTENT. CURRENT MEASURES ARE BEING MADE IN AN ATTEMPT TO UPDATE CURRICULUM; HOWEVER, THERE SHOULD BE MORE SUPPORT AND RESOURCES TO HELP INTEGRATE INFORMATION ON COMPETENT CARE AND INCLUSION OF THE LGBTQ+ POPULATION INTO CURRENT CLASSES. A FEW RESOURCES THAT MIGHT BE HELPFUL ARE GLSEN (www.glsen.org), NATIONAL RESOURCE CENTER ON LGBTQ+ AGING (www.lgbtqaging.org), AND GLAAD (www.glaad.org). AS HEALTHCARE PROVIDERS WE NEED TO BE EDUCATED ABOUT THESE TOPICS BECAUSE IT IS VERY LIKELY WE WILL BE PROVIDING CARE FOR A PATIENT THAT IS A PART OF ONE OF THESE POPULATIONS. IT IS ALSO REASONABLE THAT SOME OF OUR PEERS ARE INCLUDED IN THESE GROUPS. THESE TOPICS CAN BE CONSIDERED CONTROVERSIAL BUT AS FUTURE HEALTHCARE PROVIDERS WE NEED INFORMATION AND FACTS BECAUSE WE PUT OUR THOUGHTS AND BELIEFS ASIDE TO MEET THE NEEDS AND WANTS OF OUR PATIENTS. INTEGRATING THESE TOPICS INTO CURRICULUM WOULD HELP WESTERN MICHIGAN UNIVERSITY COLLEGE OF HEALTH AND HUMAN SERVICES AND THE BRONSON SCHOOL OF NURSING EVOLVE, PUT THE UNIVERSITY ON THE FOREFRONT OF INCLUSION AND DIVERSITY AND IT WOULD BETTER PREPARE STUDENTS TO CARE FOR THE U.S. POPULATION.