



Educational Strategy to Increase Nursing Student Knowledge, Attitudes and Clinical Preparedness when Caring for LGBTQIA+ Individuals

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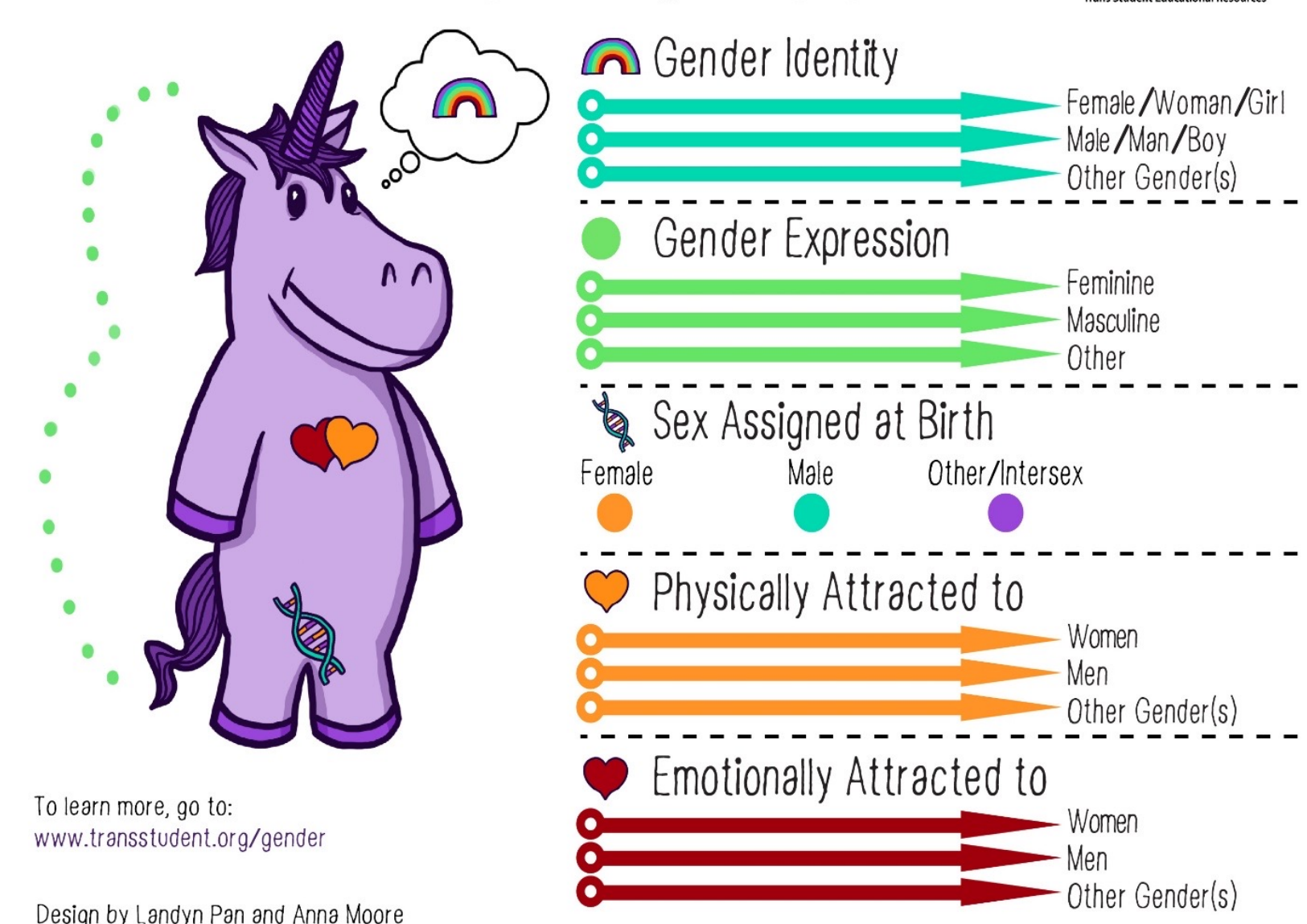
Background

- ✓ LGBTQIA+ individuals face stigma and discrimination accessing healthcare
- ✓ Institute of Medicine and Healthy People 2030 recommend increased healthcare provider training that reduces stigma associated with LGBTQIA+ individuals
- ✓ American Nurses Association stresses culturally competent care and advocacy for LGBTQIA+ patients.
- ✓ Studies report a wide variation in nursing curriculum on LGBTQIA+ health and no current content guidelines

Purpose

1. This collaborative project between two public universities introduces best practices in LGBTQIA+ health, advances advocacy, and evaluates clinical competency in nursing students.
2. The goal is to promote cultural competence among nursing students through implementation of an innovative scaffolded educational strategy on caring for LGBTQIA+ individuals.

The Gender Unicorn



Methods

- ✓ **Design:** Exploratory pre-post longitudinal design using 3 educational strategies to examine knowledge, attitudes, and clinical preparedness of nursing students towards LGBTQIA+ individuals and their health needs
- ✓ **Sample:** Convenience sample to examine knowledge, attitudes, and clinical preparedness of undergraduate nursing students towards LGBTQIA+ individuals and their health needs
- ✓ **Setting:** University of Pittsburgh and Louisiana State University Health New Orleans Schools of Nursing

Procedures

- **Educational Strategies:**
 - Phase 1: Online introductory Learning Module (completed)
 - Phase 2: In-person Advocacy Program™ facilitates respectful communication skills and includes lived experience speaker (current)
 - Phase 3 Simulation Activity evaluates cultural competency skills in nursing students (in process)
- **Measure:** *Lesbian, Gay, Bisexual and Transgender Development of Clinical Skills Scale (LGBT-DOCSS)*, designed for inter-disciplinary self-assessment for healthcare providers; measures knowledge, attitudes and clinical-preparedness (Cronbach's α 0.86), Tool utilized as a pre-education test and post each educational strategy, before graduation and 6 months after graduation via Qualtrics Survey Software
- **Analysis plan:** Descriptive and inferential statistics summarize sample and t-tests examine changes in knowledge, attitudes, and clinical preparedness.



Results

- Phase 1**
 - ✓ BSN students from both universities (N = 69)
 - Significant improvements in knowledge, clinical preparedness, and overall score ($p < 0.05$)
 - ✓ Majority of students strongly agreed that they met learning objectives, felt the module was interactive and engaging and appropriate for nursing students
- Phase 2**
 - ✓ Advocacy Program scheduled Spring 2024
- Phase 3**
 - ✓ Simulation activity scheduled 2025.

Implications

- ✓ Sustainability of LGBTQIA+ health content
 - Following evaluation with undergraduate students, content will be integrated into graduate nursing programs at both universities
- ✓ The content and focus are not specific to nursing and can be adapted to all healthcare professions in other Health Science programs.
- ✓ The inclusion of this content will support the critical need to improve healthcare training that promotes health equity in this marginalized population.

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