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

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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

Knowledge

Selected Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversion therapy is effective to change a person from gay, lesbian, or bisexual to become straight/heterosexual (False = correct answer)</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>LGBTQ+ populations have unique health risks and health needs (True = correct answer)</td>
<td>80%</td>
<td>95%</td>
</tr>
<tr>
<td>Access to healthcare is the same for LGBTQ+ persons as for other members of the population (False = correct answer)</td>
<td>81%</td>
<td>88%</td>
</tr>
<tr>
<td>Female-to-male transgender persons who have surgeries remain at risk for cervical cancer and require regular Pap smear (True = correct answer)</td>
<td>99%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Attitudes

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

<table>
<thead>
<tr>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Neither</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>20%</td>
<td>15%</td>
<td>15%</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Neither</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>20%</td>
<td>15%</td>
<td>15%</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

“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 but question if disparity in healthcare towards the LGBTQ community is conceived of unjustifiable social constructs or simply because of being LGBTQ.”

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