

Integrating LGBTQIA2S+ Cultural Care Concepts within Nursing Curriculum

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Topic: Diversity, Equity, & Inclusion

Category: Quality Improvement/Evidence-Based Practice Project

Abstract

Background/Introduction

Lesbian, gay, bisexual, transgender, queer, intersex, asexual, two-spirit, plus (LGBTQIA2S+) individuals face health disparities due to social stigmas and discrimination in healthcare. Cultural care concepts are lacking in healthcare curriculum. Faculty and healthcare providers report feeling a lack of competence and comfort with LGBTQIA2S+ concepts. As a result, students are not exposed to LGBTQIA2S+ content.

Purpose

The aim of this quality improvement project was to assess and educate nursing faculty about their Knowledge, Attitudinal Awareness, and Clinical Preparedness comfort levels with LGBTQIA2S+ cultural care concepts.

Methods or Processes/Procedures

The educational intervention included the Safe Zone curriculum. Data was obtained through pre- and post-assessments that included demographic questions and the Lesbian, Gay, Bisexual, and Transgender Development of Clinical Skills Scale (LGBT-DOCSS), measuring the subscales of Knowledge, Attitudinal Awareness, and Clinical Preparedness. The analysis of data compared pre- and post-assessment means using a paired samples t-test.

Results

Twenty-one (n = 21) nursing faculty fully participated. The Knowledge and Clinical Preparedness subscales increased significantly in faculty who completed the Safe Zone training. The Attitudinal Awareness subscale did not indicate a statistical significance in this sample population.

Limitations

Participant selection bias may have occurred due to the nature of the course content, voluntary participation, and participant demographics. The sample size was limited to one nursing department within a private, liberal arts college located in both urban and rural areas in the upper Midwest.

Conclusions/Implications for Practice

The results demonstrated a statistical significance in the Knowledge and Clinical Preparedness subscales. Training must exist in both academia and clinical practice with the ultimate goal of reducing healthcare disparities and improving culturally competent care for LGBTQIA2S+ individuals.

Biography

Dr. Jessica Huber and Dr. Laura Smith hold the position of Assistant Professor for The College of St. Scholastica, Department of Nursing located in Duluth, Minnesota. Both have a passion for promoting diversity, equity, and inclusion (DEI). They hold a Doctor of Nursing Practice (DNP) degree with a concentration in Healthcare Leadership. Their DNP quality improvement project was dedicated in addressing and improving vital LGBTQ+ cultural fluency training in an academic nursing education workforce.

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