


| Background                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"><li>Transgender and gender-diverse (TGD) individuals face significant health disparities related to discrimination, stigma, and limited provider knowledge.</li><li>Nursing graduates often feel underprepared to care for TGD patients, particularly in underserved or rural regions.</li><li>Faculty may lack the training and confidence needed to teach inclusive care content effectively.</li><li>Nursing curricula rarely include structured content on gender-affirming care.</li><li>Simulation-based education improves cultural competence and clinical skill.</li><li>Addressing these gaps is essential to promoting equity and improving outcomes for TGD populations.</li></ul> |
| Purpose and Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"><li><b>Purpose:</b> Improve faculty confidence and skill in teaching inclusive care through pre-simulation training and simulation-based learning.</li><li><b>Aim:</b> Reduce health disparities for TGD individuals by integrating inclusive care into BSN education.</li><li><b>Goals:</b><ul style="list-style-type: none"><li>Implement an online faculty module and a simulation featuring a trans man at a gynecology visit.</li><li>Use the LGBT-DOCSS to assess pre/post changes in faculty attitudes and competence.</li><li>Support sustainable integration of inclusive care into the nursing curriculum.</li></ul></li></ul>                                                       |

| Literature Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <ul style="list-style-type: none"><li>A review of peer-reviewed literature (2020–2025) was conducted using ETSU's OneSearch across databases such as PubMed, EBSCOhost, and ProQuest.</li><li><b>Search terms included:</b> transgender, LGBTQ+, nursing education, simulation, cultural competence, faculty development, and Appalachia.</li><li><b>Key findings:</b><ul style="list-style-type: none"><li>Nursing curricula lack transgender-specific content, especially in rural and underserved areas.</li><li>Faculty often feel unprepared to teach inclusive care without structured training.</li><li>Simulation-based education (SBE), especially using standardized patients (SPs), improves confidence, communication, and cultural competence.</li><li>Effective debriefing and psychologically safe learning environments are critical for success.</li><li>Evidence supports that structured, inclusive simulations help bridge educational gaps and reduce healthcare disparities.</li></ul></li></ul> |
| Theoretical Framework                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"><li>Guided by Leininger's Culture Care Theory, which promotes culturally congruent, respectful care.</li><li>Supports the need for inclusive nursing education that reflects patient diversity.</li><li>Aligns with the project's aim to prepare faculty to teach affirming care for TGD populations.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <ul style="list-style-type: none"><li><b>Design:</b> Quality improvement project using simulation-based education and pre-simulation online training.</li><li><b>Setting:</b> A College of Nursing in East Tennessee; simulation to be implemented in the maternal-newborn course (didactic or practicum).</li><li><b>Participants:</b> Full-time clinical nursing faculty involved in teaching adult health and maternal-newborn content.</li><li><b>Intervention:</b><ul style="list-style-type: none"><li>Faculty complete an interactive educational module on TGD-inclusive care.</li><li>Faculty participate in a standardized patient simulation featuring a trans man at a gynecology visit.</li></ul></li><li><b>Data Collection:</b><ul style="list-style-type: none"><li>Pre- and post-intervention surveys using the LGBT-DOCSS (Lesbian, Gay, Bisexual, and Transgender Development of Clinical Skills Scale).</li><li>Ethical Considerations: Project has been reviewed to ensure faculty participation is voluntary, confidential, and non-evaluative.</li></ul></li></ul> |
| Expected Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"><li>Increased faculty confidence in teaching transgender and gender-diverse (TGD) care.</li><li>Positive shifts in attitudes toward inclusive care, as measured by pre/post LGBT-DOCSS scores.</li><li>Greater faculty readiness to integrate TGD content into BSN curriculum.</li><li>Increased institutional readiness to address LGBTQ+ health content across the curriculum through faculty development and simulation integration.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Implications for Nursing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"><li>Increased faculty confidence in teaching transgender and gender-diverse (TGD) care content.</li><li>Improved faculty knowledge and skills in culturally responsive communication and simulation facilitation.</li><li>Positive shifts in attitudes toward inclusive care, as measured by pre/post LGBT-DOCSS scores.</li><li>Greater faculty readiness to integrate TGD content into BSN curriculum.</li><li>Identification of best practices for using simulation and pre-learning modules in faculty development.</li></ul>                                                                                                                                                                                                                                                                                                                                                                       |
| References                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Acknowledgements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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## Promoting Inclusive Practice in BSN Education: Transgender Care through Simulation

Tonia Evans, MSN-Ed, RN

### Biography

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Tonia Evans is a nurse educator, simulation leader, and advocate for inclusive nursing education, currently pursuing her Doctor of Nursing Practice in Nursing Education (DNP-Ed) at Arkansas State University. She brings over 20 years of nursing experience to her academic work, having served in diverse roles including the operating room, cardiac cath lab, progressive care, and nursing administration. Today, she is a full-time faculty member at East Tennessee State University (ETSU), where she chairs the College of Nursing's DEI Committee.

Tonia teaches in the pre-licensure BSN program at ETSU, with a focus on leadership, pediatrics, adult health, and health assessment. Her teaching reflects a deep commitment to culturally responsive care and a passion for preparing students to deliver patient-centered care across the lifespan. Having earned both her BSN and MSN degrees while working full time, she understands the challenges her students face—many of whom are returning to school while continuing to work—and brings empathy and real-world insight into her teaching.

Tonia's scholarly interests center on improving nursing education related to LGBTQ+ health, especially for transgender and gender-diverse (TGD) patients. Her DNP project, "Promoting Inclusive Practice in BSN Education: Transgender Care through Simulation," is focused on enhancing faculty preparedness and confidence in teaching inclusive care. As part of her ACE project, she developed a simulation scenario in which students care for a transgender man attending a gynecological visit—a setting designed to challenge assumptions and foster affirming, culturally competent care, as well as an interactive educational model for faculty. The simulation is scheduled for implementation in Fall 2025 in ETSU's maternal-newborn course. Her project aims to address key gaps in nursing curricula while aligning with national DEI priorities and nursing ethics standards.

Tonia's commitment to human-centered education extends beyond curriculum content to the way nursing is taught and experienced. She participated in the Framework for Empathy in Nursing workshop and is developing assignments that foster greater empathy and emotional awareness in nursing students. In June, she will begin the StoryCollab Nurse Narratives Digital Storytelling Workshop, where she will produce a short film exploring the personal and professional realities of nursing. This initiative reflects her belief in the power of narrative to build connection, understanding, and reflection in both learners and practitioners. To view powerful stories from nurses, patients, and families across the country, visit the StoryCollab YouTube channel.

She has benefited from mentorship, leadership development, and collaboration with nursing faculty and DEI advocates from across the country. She credits the ACE program facilitators, mentors, and her fellow participants for their inspiration and encouragement throughout her journey.

From Rockford, IL, Tonia and her wife of 34 years, Michele, moved to the Smoky Mountains of Tennessee. They share their home with their dog Jolene and love exploring the natural beauty of the region. She enjoys reading, traveling, and spending time with family and friends.

## Contact Information

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