

“I Could Be the One Person”: Using Film to Understand Nursing Students' Perceptions for the Care of the LGBTQ+ Patient



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Welcome

- The purpose of this presentation is to discuss the findings of a research study using qualitative focused group interviews to better understand nursing student's perceptions of care for LGBTQ+ persons after watching “You Belong Here”, a documentary.

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Introduction

- LGBTQ+ individuals experience numerous health and social inequalities.
- Innovative teaching strategies are needed to educate nursing students to deliver optimal care.
- Consideration of a variety of learning styles and learning domains are needed when developing teaching strategies.
- Developing strategies to support learning in the affective domain may be challenging.

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PURPOSE

- The purpose of this study was to gain a better understanding of nursing student's perceptions of care for LGBTQ+ persons after watching "You Belong Here".
- Documentary focused on the disparity of suicide among youth in the LGBTQ+ population.

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You Belong Here

- Explores stories of nearly 27 different LGBTQ+ persons and allies who grew up in the rural south.
- Through the documentary, viewers gain a diverse understanding of LGBTQ+ experience in the rural south.
- Recognizing the vital role that affirming allies play in promoting positive mental health and suicide prevention amongst individuals who identify within the LGBTQ+ community.
- The storyline gives space for nursing students to explore the vulnerable narratives of LGBTQ+ persons and emphasizes the importance of allyship in addressing the enormous suicide risk and other critical needs.

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METHOD

- Research Design - qualitative, descriptive, focus groups
- Participants - Prelicensure nursing students
- Viewed the “You Belong Here” documentary
- Fourteen students participated in focus group interviews
Total 2 groups of 7 participants per group
- The sessions were audio recorded and interviews transcribed verbatim
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ANALYSIS

- First and second-cycle coding and thematic analysis were used to analyze focus group data
- Two researchers independently coded transcripts and reached consensus

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“I would want them to know that with me taking care of them they'll feel supported by me as a nurse”

“Definitely being an advocate for them.”

QUALITATIVE FINDINGS

Theme 1: Nurse as advocate

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“One of the individuals in the movie, they were kicked out of their church. I kind of had that perception like, oh, yeah. They're already gonna struggle with their friends and family, and not only are they gonna be struggling with other things in society.”

QUALITATIVE FINDINGS

Theme 2:
Enhanced holistic view

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Enhanced Holistic View

“I think the most impactful thing from that movie that, for me personally was the parent stories, and I think it was just because hearing them say their initial reaction, and not that it excuses that reaction, but why they reacted that way. And then, they had time to process. I think one of the mothers said like, grieve who they thought their child was going to be, like the life they had planned for them.”

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“I think it was really helpful to hear their stories and hear perspectives that you, not everyone would be exposed to in their personal life, so that when you do have patients who may identify the same way or have at least similar experiences, you know better how to relate to them and how to talk to them that you might not have had if you were just like referencing your own personal experience.”

QUALITATIVE FINDINGS

Theme 3: Internalizing Values

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FINDINGS

- Results suggest that participants gained a different perspective that may positively influence future care.
- This study adds to the current knowledge by exploring teaching pedagogies to facilitate learning to improve nursing care for LGBTQ+ persons.
- **Limitations**
- Consistent with the research design, findings of this study are not generalizable.
- Students may have responded in ways they thought socially desirable in front of peers and researchers.

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IMPLICATIONS FOR PRACTICE

- Findings from this study reinforce the importance of the affective domain in learning.
- The use of film as an effective teaching pedagogy to influence the affective domain of learning may be considered.
- Recommendations include consideration of film as a teaching pedagogy to enhance nursing student knowledge of caring for LGBTQ+ persons.



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“I was glad to participate in the study. I had a very close friend in the LGBTQIA community who passed away in 2018. It is because of him that I have a close connection to learn more and be more inclusive to the community. Every time I get a chance to do something about the community, I usually do it in his honor, and to somehow support him.”

~Email from a participant



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QUESTIONS

