



# Valuing Diversity in Clinical Settings

*Promoting Evolution in Practice*

Sara E. Groff BSN, RN, CMSRN

## Disclosure

- ◆ The presenter has no commercial, relational, political or financial bias in this presentation.
- ◆ Any products, brands, or services mentioned in this presentation hold no conflict of interest to the presenter.

## Educational Approaches in Acute Care

- ◆ Wide variety of courses typically offered:
  - ◆ Simulation, didactic, skill-based.
- ◆ Develop courses related to workforce demand and interest, as well as professional opportunities
- ◆ Goal for Clinicians: The nursing profession is evolving and adhering to ethical standards in the care setting is paramount

## ANA Code of Ethics 2015

- ◆ The revision of the ANA Code of Ethics should provoke examination and inquiry within the clinical setting
- ◆ **Provision 8:** *“The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.”*  
Lachman, O. Swanson, & Winland-Brown, 2015
- ◆ Professional Traits (attitudes) influence the patient’s perception of care

## An Opportunity to Address Disparity

- ◆ Nurses are in a unique place: The link between patient and healthcare system as well as interdisciplinary team
- ◆ Provision 8 stresses the importance of being informed & advocating for all people
- ◆ When looking at educational offerings, how can we capture these crucial standards within the curriculum?

## Respect & Acknowledging Individuality

- ◆ The healthcare environment is complex, extreme and extraordinary on a regular basis
- ◆ It is imperative that as a profession, we prepare our workforce to appreciate diversity and acknowledge humanity
- ◆ Inclusivity of all persons must be a focus as education and professional development take place



## MWHC Areas of Opportunity

- ◆ Examined organizational trends:
  - ◆ Decreased patient satisfaction scores (2015)
  - ◆ Increased utilization of patient advocacy department (FY16)
  - ◆ Service line evolution: Increased care and services to transitioning transgender person(s), marketing to public
- ◆ Ongoing instances of barriers to care or communication for vulnerable patient population with staff
  - ◆ LGBTQIA+ lack of awareness by staff, gap in expected staff behavior
  - ◆ Lack of current resources for staff to broaden understanding/knowledge
- ◆ Support profession, expand nurses' understanding of the Code of Ethics and application in practice: Realize this is an opportunity to be leaders in health and leaders in society

## Addressing Knowledge Gaps

Formal course development: *Sexuality & Gender Sensitivity in the Healthcare Setting*

Formation of organizational- wide taskforce

Engaging local partners and content experts

## Inclusion Principles: Diversity

- ◆ How is diversity communicated in your institution or within your curriculum?
  - ◆ Objectives
  - ◆ References
  - ◆ Case study/learning experiences
- ◆ We need to extend & challenge our approach:
  - ◆ All of us are “members” of many groups- gender, religious affiliation, ethnicity, sexual orientation, country of origin, native language, profession, specialty area, generation, etc.
  - ◆ Any of these memberships is a thread in the diversity of each individual, and all of them separately and together can impact the healthcare experience.

## Educational Planning: Stakeholders



## Self Assessment

- ◆ Identify what you will use for a gap analysis, or create one!
  - ◆ The power of student/learner needs assessments
  - ◆ Build in feedback loops in your curriculum to ensure robust, ongoing development
- ◆ Communicate the underlying importance and key concepts both at the beginning and conclusion of learning session
  - ◆ Provide the learner with the link to broader practice
  - ◆ Name the connection, expand on the principle
- ◆ Set up a method for review of content within your curriculum. Own the responsibility of shaping the profession through whatever you may be teaching.

Questions?

# References

- Bickford, C. J., Marion, L., & Gazaway, S. (2015). *Nursing: Scope and standards of practice* (3<sup>rd</sup> ed.). Silver Spring, MD: American Nurses' Association.
- Coleman, E., Bockting, W., Botzer, M., Cohen-Kettenis, P., DeCuyper, G., Feldman, J., ... Zucker, K. (2011). Standards of Care for the Health of Transsexual, Transgender, and Gender-Nonconforming People, Version 7. *International Journal of Transgenderism*, 13(4), 165-232. doi:10.1080/15532739.2011.700873
- Fenway Institute. (2017). LGBTQ survivors. Retrieved from <http://fenwayhealth.org/culturally-competent-care-for-lgbtq-survivors/>
- Lachman, V., Swanson, E. O., & Winland-Brown, J. (2015). The new 'code of ethics for nurses with interpretive statements' 2015: Practical clinical application, part II. *Medsurg Nursing*, 24(5), 363-368.
- Lowe, W. (2011). Silences in Healthcare education and Practice: Gender and Sexuality. *Gay & Lesbian Issues in Psychology Review*, 7(3), 180-190. Retrieved from <http://search.proquest.com/docview/913139634?accountid=134574>
- NYC Health & Hospitals. (2011). LGBT training video: "To treat me you have to know who I am." Retrieved from <https://www.youtube.com/watch?v=NUhvJgxAac&feature=youtu.be&t=2m18s>
- Picot, S. & Tomascik, L. (October 2015). ANA'S (2015) Nursing Scope and Standards of Practice – 3RD Edition: What every nurse should know. Presentation at the 112 Annual Maryland Nurses Association Conference, Linthicum Heights, MD.
- Snelgrove, J.W., Jasudavicius, A. M., Rowe, B. W., Head, E. M., & Bauer G. R. (2012). "Completely out-at-sea" with "two-gender medicine": A Qualitative Analysis of Physician-side barriers to Providing Healthcare for Transgender Patients. *BMC Health Services Research*, 12(110), 1-13. doi:<http://dx.doi.org/10.1186/1472-6963-12-110>
- Winland-Brown, J., Lachman, V. D., & Swanson, E. O. (2015). The new 'code of ethics for nurses with interpretive statements' 2015: Practical clinical application, part I. *Medsurg Nursing*, 24(4), 268-271.