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INTRODUCTION

- The LGBTQ+ community is considered a minority group and has unique health needs (Perez-Stable, 2016), including higher rates of HIV and other sexually transmitted infections, substance abuse, smoking, depression, anxiety, weight control issues, and violence (National LGBT Health Education Center, 2016).
- A guideline of LGBTQ+ health topics to include in nursing curricula does not exist.
- Nursing students are often ill-prepared to care for LGBTQ+ patients or uncomfortable with caring for the LGBTQ+ community as they enter the workforce (Cornelius & Carrick, 2015; Maley & Gross, 2019).



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PURPOSE



To conduct a national survey of graduating nursing students to assess their perceived preparedness and comfort level pertaining to the care of LGBTQ+ patients.

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METHODS



- Multisite descriptive correlational design.
- Sample: Part-time or full-time prelicensure nursing students graduating from their nursing program.
- Tool: Modified version of *Lesbian, Gay, Bisexual, & Transgender Nursing Education Assessment (LGBT-NEA)*.
- Email with the electronic survey link was sent to the deans/directors inviting their graduating nursing students to participate in the study.
- Tests: An independent samples *t*-test, Pearson correlations and one-way analyses of variance (ANOVAs).

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SAMPLE

Table 1

Participant Demographic Characteristics

Variable	n	%
Race		
American Indian or Alaska Native	3	0.84
East Asian	7	1.95
South Asian	10	2.79
Black or African-American	29	8.08
Hispanic or Latino	37	10.31
Native Hawaiian or other Pacific Islander	2	0.56
White	244	67.97
Other	5	1.39
More than one race/ethnicity	18	5.01
Decline to answer	4	1.11
Gender		
Cis Man	46	12.81
Cis Woman	297	82.73
Gender Fluid	2	0.56
Gender Nonbinary	8	2.23
Another gender identity	3	0.84
Decline to answer	3	0.84
Sexual orientation		
Asexual	2	0.56
Bisexual	36	10.03
Heterosexual	262	72.98
Homosexual	18	5.01
Lesbian	18	5.01
Pansexual	5	1.39
Queer	3	0.84
Questioning	10	2.79
Another sexual identity	1	0.28
Decline to answer	4	1.11
Nursing program		
Accelerated Baccalaureate	33	9.19
Associate	108	30.08
Baccalaureate	180	50.14
Direct Entry Masters	38	10.58

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RESULTS: CONTENT AREAS OFFERED

Table 2

LGBTQ+ Education Offered

Item	Education Offered	
	n	%
HIV among LGBTQ+ populations	277	77.16
Sexually transmitted infections (not HIV) among LGBTQ+ populations	266	74.09
Mental health among LGBTQ+ populations	257	71.59
Safe sex practices for LGBTQ+ populations	249	69.36
Sexual identity	183	50.97
Barriers to accessing medical care among LGBTQ+ populations	173	48.19
Unhealthy relationships among LGBTQ+ populations	157	43.73
Gender identity	156	43.45
Alcohol, tobacco, or other drug use among LGBTQ+ populations	131	36.49
Chronic disease risk among LGBTQ+ populations	130	36.21
Adolescent health among LGBTQ+ populations	130	36.21
Body image among LGBTQ+ populations	123	34.26
Reproductive health among LGBTQ+ populations	111	30.92
Non-surgical transitioning	84	23.40
Health research challenges with LGBTQ+ populations	79	22.01
Coming out	77	21.45
Gender affirming surgery	59	16.43
Geriatric care among LGBTQ+ populations	55	15.32

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RESULTS: PREPAREDNESS IN CONTENT OFFERED

Table 3

Preparedness in LGBTQ+ Education

	Felt Prepared	
	n	%
HIV among LGBTQ+ populations	223	62.12
Safe sex practices for LGBTQ+ populations	208	57.94
Sexually transmitted infections (not HIV) among LGBTQ+ populations	206	57.38
Mental health among LGBTQ+ populations	166	46.24
Sexual identity	161	44.85
Alcohol, tobacco, or other drug use among LGBTQ+ populations	158	44.01
Gender identity	157	43.73
Unhealthy relationships among LGBTQ+ populations	150	41.78
Barriers to accessing medical care among LGBTQ+ populations	143	39.83
Body image among LGBTQ+ populations	138	38.44
Coming out	131	36.49
Adolescent health among LGBTQ+ populations	128	35.65
Chronic disease risk among LGBTQ+ populations	119	33.15
Reproductive health among LGBTQ+ populations	110	30.64
Health research challenges with LGBTQ+ populations	99	27.58
Geriatric care among LGBTQ+ populations	92	25.63
Non-surgical transitioning	82	22.84
Gender affirming surgery	80	22.28

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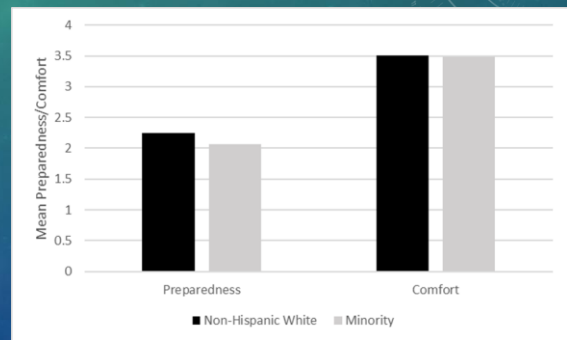
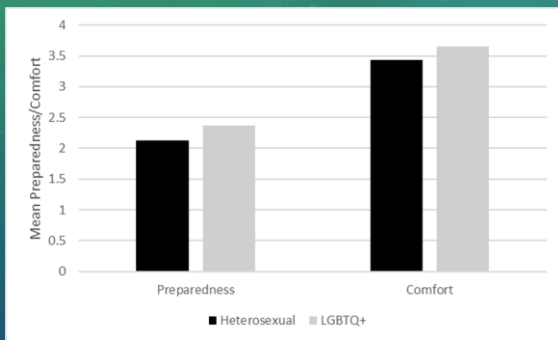
RESULTS: OVERALL PREPAREDNESS, COMFORT AND EDUCATION EXPERIENCES

Table 4
Preparedness and Comfort in Caring for LGBTQ+ Patients

Variable	n	%
Currently feel prepared to care for LGBTQ+ patients		
I feel prepared	121	33.70
I feel somewhat prepared	175	48.75
I feel unprepared	55	15.32
Do not know	8	2.23
Training changed level of preparedness		
I am MORE prepared	148	41.23
My level of preparedness has NOT CHANGED	198	55.15
I am LESS prepared	13	3.62
Opportunity to care for LGBTQ+ patients during clinical rotations		
Yes	150	41.78
No	208	57.94
No response	1	0.28
Currently feel comfortable caring for LGBTQ+ patients		
I feel comfortable	218	60.72
I feel somewhat comfortable	111	30.92
I feel somewhat uncomfortable	19	5.29
I feel uncomfortable	11	3.06
Training changed level of comfort		
I am MORE comfortable	116	32.31
My level of comfort has NOT CHANGED	223	62.12
I am LESS comfortable	2	0.56
Do not know	18	5.01

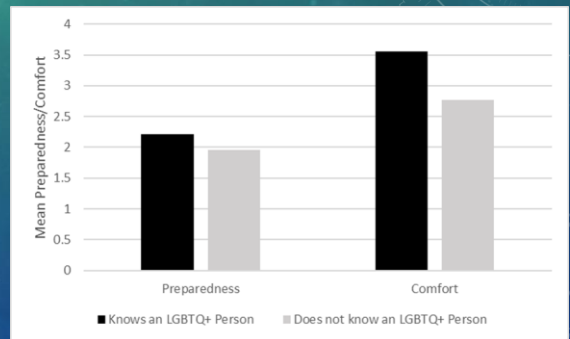
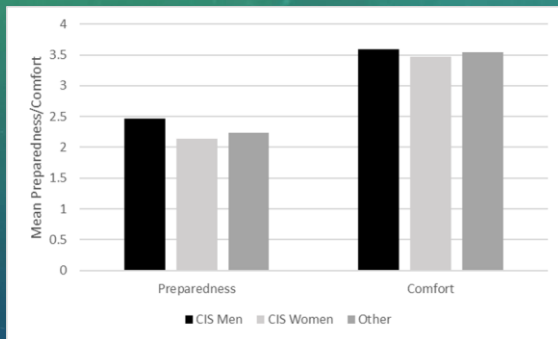
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RESULTS: DEMOGRAPHIC VARIABLES AND PREPAREDNESS AND COMFORT



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RESULTS: DEMOGRAPHIC VARIABLES AND PREPAREDNESS AND COMFORT



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LIMITATIONS

- Utilized deans/directors for survey distribution rather than contacting students directly.
- Limited to those who were members of NLN, AACN, and OADN.
- Majority of participants (50%) were from BSN programs, followed closely by ADN programs (30%).
- Majority of participants were White, heterosexual, cisgender women, and 92% of participants reported knowing someone in the LGBTQ+ community.



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IMPLICATIONS FOR PRACTICE

- Nursing programs recommendations:
 - Examine their current curricula
 - Evaluate students' perceived preparedness
 - Seek out clinical sites that specialize in LGBTQ+ care or are specifically associated with LGBTQ+ communities
- Nursing faculty should examine their own knowledge and comfort level with LGBTQ+ health care topics.



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CONCLUSION

- Nurses must be able to provide holistic and personalized care to all patients.
- Nursing programs and faculty are accountable for ensuring the inclusion of LGBTQ+ content in their curricular offerings.
- Lack of and ineffective inclusion of LGBTQ+ content in the curriculum has lead students to seek the information elsewhere.
- Future research:
 - Explore undergraduate nursing faculty knowledge of and comfort with teaching LGBTQ+ content.
 - Similar studies with nurse practitioner (NP) and doctorate of nursing practice (DNP) students.



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