

Interdisciplinary Interviewing Skills: Simulations with Sexual & Gender Minority (SGM) Standardized Patients

Adelphi University College of Nursing and Public Health
Adelphi University School of Social Work
Community Health Nursing. NUR 471
Pilot from Spring 2021



1

An Interdisciplinary Approach: Our Team

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Co-investigators:

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- **Nicole Sullivan**, LCSW, CCTP, CASAC-T, Dept: Institute for Adolescent Trauma, Treatment and Training & School of Social Work
- **Scott Zotto**, LMSW, Dept: School of Social Work

- Statistical Analyst: **William Jacobowitz**, MS, MPH, EdD, RN, PMHCNS-BC
- Graduate Research Assistant: **Reeja Mathew**, RN
- Standardized Patient Consultant and Trainer: **Camile Arnone**

2

Background

Health disparities affecting Sexual and Gender Minorities (SGM), also referred to as LGBTQ+ people, are “often poorly understood due to gaps in research and data collection” (National Academies of Sciences, Engineering, and Medicine, 2020).

- **substance abuse**
- **suicide**
- **depression**
- **under-utilization of screening tests**

"Training in providing culturally responsive and clinically appropriate care for [SGM] people needs to begin early for medical students and other health professions trainees, including but not limited to nurses, physician assistants, and nurse practitioners" (2020).

3

The Problem

- Insufficient evidence-based data addressing BSN student nurses conducting a focused sexual health history and using screenings for mental health and substance to assess the healthcare needs of the SGM communities.
- BSN clinical rotations include insufficient clinical opportunities to engage and interview patients from the LGBTQ+ communities.



4

Our Research Question

Can clinical simulations using Standardized Patients increase the knowledge and confidence of undergraduate Baccalaureate School of Nursing students to conduct a culturally-sensitive interview—specifically, a focused sexual health history—of Sexual and Gender Minority patients in a primary-care setting?

5

Purpose & Lesson Objectives

- Address implicit bias regarding people who identify as LGBTQ+
- Teach basic vocabulary and concepts to promote cultural humility
- Introduce the concept of intersectionality; present SP characters who embody intersectional identities
- Measure nursing students' **knowledge**, **confidence**, **readiness**, and **respect** towards this vulnerable population
- Provide a simulated clinical experience for students to screen for mental health and substance use, conducted virtually using Zoom

6

Our Standardized Patients



Javier Rodriguez

Age: 16

Race: Child of Puerto Rican immigrants

Sexual Orientation: Questioning, sexually active with people of all genders

Gender Identity: Cisgender Male

Presenting Symptoms: Urinary pain

Grace Ariti

Age: 70

Race: White (in an multi-racial relationship with a Black woman)

Sexual Orientation: Lesbian

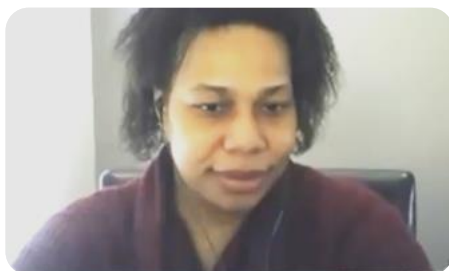
Gender Identity: Cisgender Female

Presenting Symptoms: Vaginal itching and discharge



7

Our Standardized Patients



Maria Washington

Age: 41

Race: African-American

Sexual Orientation: Heterosexual

Gender Identity: Cisgender Female

Presenting Symptoms: Headaches, abnormal sleep

Dorian Robbins

Age: 30

Race: White

Sexual Orientation: Queer

Gender Identity: Transgender Male

Presenting Symptoms: Fertility consultation



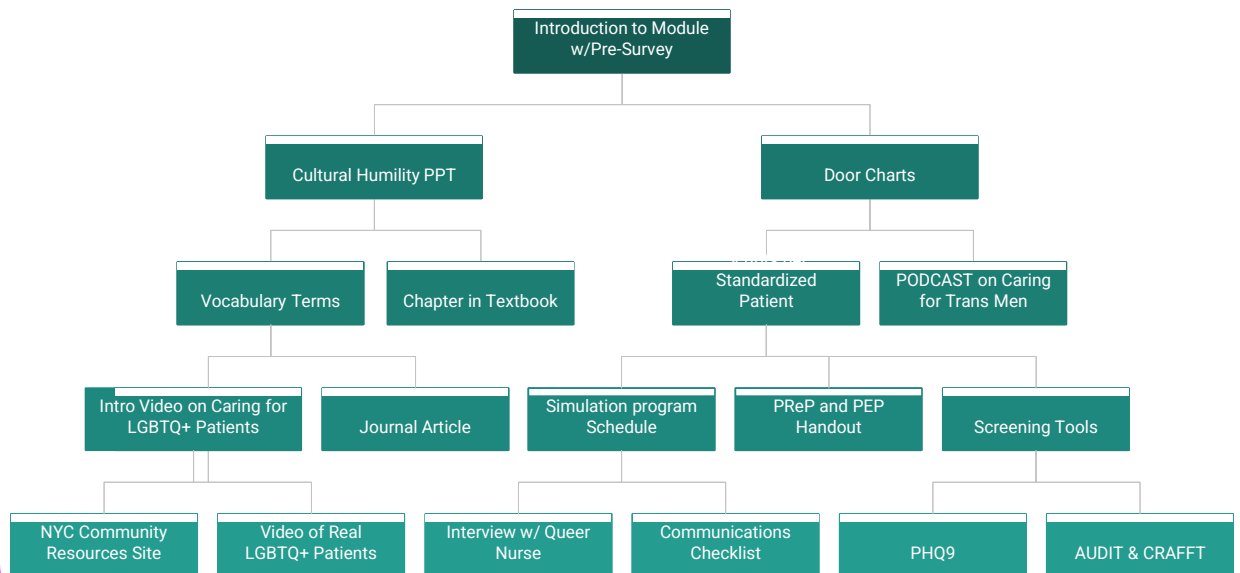
8

Sample and Recruitment

- The university IRB approval process was waived for the educational innovation
- Students from one cohort of accelerated BSN nursing program participated
- Students were provided the opportunity to opt out
- N=24 students
- Informed consent for debrief recording from students were obtained via email

9

Curricula from this module



10

Methodology

Simulation Day

- Students signed up for 1 of 2 virtual simulation sessions; maximum number of 12 per simulation
- Virtual sims ran for 2.5 hours each session
- Students joined Zoom meeting; received a 20-minute orientation by professor
- Students invited to Zoom breakout rooms to meet their assigned standardized patients
- Once the sims began, 1 lead learner interviewed the standardized patient for 12-15 minutes while 3 observing student listened but without video or audio

11

Methodology

Simulation Day

- Lead learner students had 5 minutes to debrief with SP actor between each interview
- At the end of the student rotations, the students met with members of the research team (including the SPs) to debrief for 30 minutes
- Students completed a post-survey following the simulations
- Observing students completed an observation checklist assessing the performance of the lead learner who they observed

12

Data Analysis & Results

- Transcribed and analyzed 30-minute Debrief session; themes extracted from reflective comments
- Collected student demographics
- Reviewed Communication Checklists by observing students and collected statistics
- Pre- and post-surveys were de-identified and statistically analyzed using paired T-test score testing (SPSS 28)

RESULTS: N=15 of the 24 respondents answered all surveys.

Despite the small sample, the data displayed sufficient normality of distribution and psychometric properties and parametric testing.

A paired t-Test resulted in the post-test mean being significantly higher than the pre-test ($t=5.5$, $df=14$, $p<.001$, $PreM=3.7$, $PostM=4.3$, Cohen's $d=.45$)

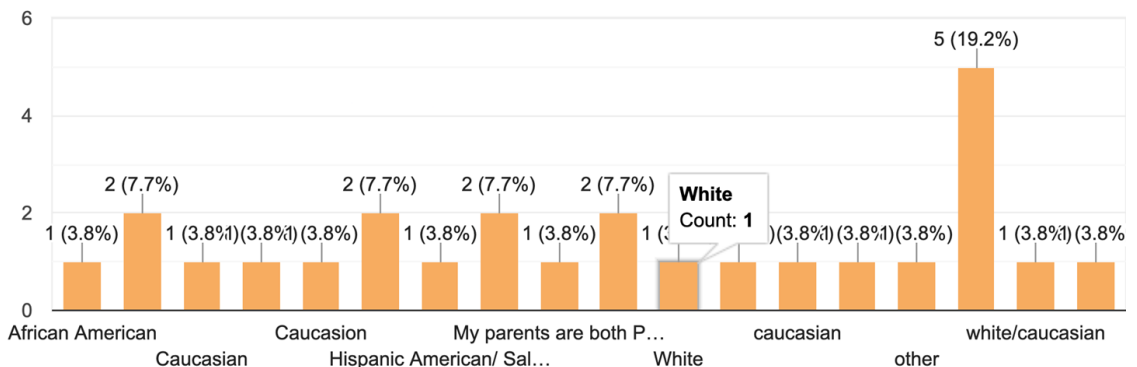
A measurement tool developed by the authors observed sufficient internal reliability at pre-test and post-test (Cronbach's $\alpha=.82$ & $.95$, respectively).

13

DEMOGRAPHICS

Race/Ethnicity: please describe

26 responses

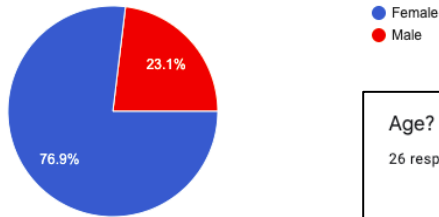


14

DEMOGRAPHICS

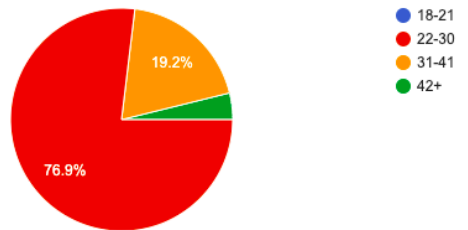
What was the sex assigned to you at birth--for example on your original birth certificate?

26 responses



Age?

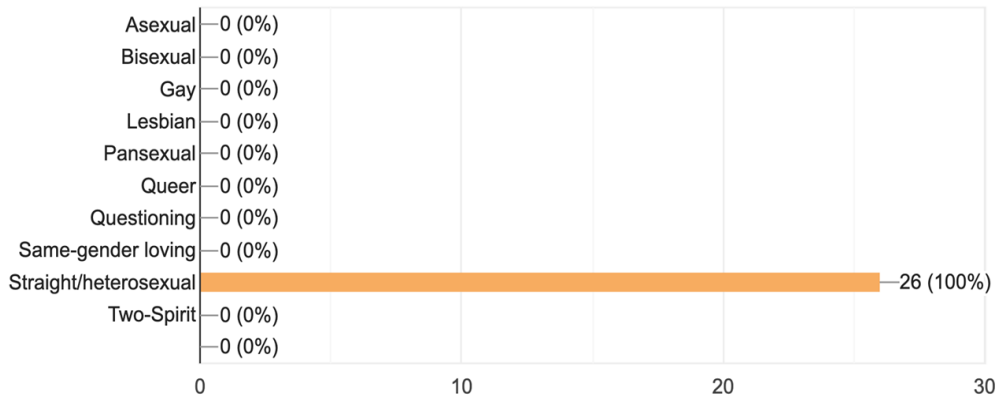
26 responses



15

What is your current Sexual orientation? Please check all that apply

26 responses



16

Pre- and Post-Simulation Survey Results
PREVIOUS STUDIES, TRAINING, EXPERIENCE

PRE: Previous training/experience working with LGBTQ+ individuals, referred to in medical research as Sexual & Gender Minorities (SGM) if any:

Answer: None or NA 90% of students

PRE: Previous academic studies on the healthcare needs of SGM/LGBTQ+ individuals, if any:

Answer: None 85% of students

POST: Assess how well your previous training/experience working with SGM/LGBTQ+ individuals prepared you for the simulations, if at all:

Answer: Did not prepare me 75% of students

POST: Assess how well your previous academic studies on the healthcare needs of SGM/LGBTQ+ individuals prepared you for the simulations, if at all:

Answer: Did not prepare me 88% of students

Pre- and Post-Simulation Survey Results
PREVIOUS STUDIES, TRAINING, EXPERIENCE

PRE: What are the top three things you would like to learn during this module?

Grouped by Themes

- Some aspect of Cultural Competence (including vocabulary, use of gender pronouns, gender identity, sexual identity, empathy, creating safe environment)
- Communication Skills
- Barriers to accessing healthcare
- Community Resources
- Health disparities for this population
- The Nursing Process

POST: What are the top three most important insights you gained during this classroom curriculum?

Grouped by Themes

- Some aspect of Cultural Competence
- Communication Skills
- Barriers to accessing healthcare
- Community Resources
- Health disparities for this population
- Need for LGBTQ-inclusive curricula (including simulation with standardized patients)
- Health screenings
- Transgender care
- Awareness of social support
- STI prevention

Pre- and Post-Simulation Survey Results: **KNOWLEDGE**

I am knowledgeable of obtaining a focused sexual health history from heterosexual patients		I am knowledgeable of obtaining a focused sexual health history from lesbian, gay, and bisexual (LGB) patients		I am knowledgeable in obtaining a focused sexual health history from of transgender patients.	
PRE	POST	PRE	POST	PRE	POST
80% of students indicated that they agreed to knowing how to conduct a focused sexual health history from heterosexual patients.	93.75% of total student responses indicated that they agreed to knowing how to conduct a focused sexual health history from heterosexual patients.	30% of students indicated that they agreed to knowing how to conduct a focused sexual health history from LGB patients.	93.75% of total student responses indicated that they agreed to knowing how to conduct a focused sexual health history from LGB patients.	20% of students indicated that they agreed to knowing how to conduct a focused sexual health history from a transgender patient.	88% of total student responses indicated that they agreed to knowing how to conduct a focused sexual health history from a transgender patient after the simulation.

19

Pre- and Post-Simulation Survey Results: **KNOWLEDGE**

I am knowledgeable about screening tools applicable to mental health and substance use.	
PRE	POST
65% of students indicated that they agreed to knowing about screening tools applicable to mental health and substance.	88% of total student responses indicated that they agreed to knowing about screening tools applicable to mental health and substance.

Screenings used in simulations:

AUDIT Alcohol Screening Questionnaire for Adults

PHQ-9 Mental Health: Depression

CRAFFT Substance Use for Adolescents

20

Pre- and Post-Simulation Survey Results: **CONFIDENCE**

I am confident in my ability to ask for and use a patient's personal gender pronouns, regardless of their gender expression or identity.		I am confident in my ability to sensitively and effectively elicit relevant information about sexual behavior and sexual history from heterosexual patients.	
PRE	POST	PRE	POST
45% of students agreed they felt confident in their ability to ask for	87% of *total student responses agreed they felt confident in their	70% of students agreed they felt confident in their	94% of *total student responses agreed they felt confident in their

I am confident in my ability to sensitively and effectively elicit relevant information about sexual behavior and sexual history from LGBTQ+ patients.		I am confident asking questions about different types of sex such as oral, anal, vaginal, w/toys, w/multiple partners	
PRE	POST	PRE	POST
50% of students agreed they felt confident in their ability to sensitively	94% of *total student responses agreed they felt confident in their ability to sensitively	50% of students agreed that they felt confident in their ability to ask	81% of *total student responses agreed that they felt confident in their ability to ask

Pre- and Post-Simulation Survey Results: **CONFIDENCE**

I feel confident making referrals and providing resources to support the health and wellness of LGBTQ+ individuals.	I feel confident making referrals and providing resources to support the health and wellness of LGBTQ+ individuals.
PRE	POST
50% of students agreed that they feel confident making referrals and providing resources to support the health and wellness of LGBTQ+ individuals	94% of *total student responses agreed that they feel confident making referrals and providing resources to support the health and wellness of LGBTQ+ individuals

Pre- and Post-Simulation Survey Results: **READINESS**

I feel prepared to sensitively and effectively elicit relevant information about gender identity and sexual orientation from heterosexual patients.		I feel prepared to sensitively and effectively elicit relevant information about gender identity and sexual orientation from LGBTQ+ patients	
PRE	POST	PRE	POST
75% of students agreed that they feel prepared to sensitively and effectively elicit relevant information about gender identity and sexual orientation from heterosexual patients.	94% of *total student responses agreed that they feel prepared to sensitively and effectively elicit relevant information about gender identity and sexual orientation from heterosexual patients.	65% of students agreed that they feel prepared to sensitively and effectively elicit relevant information about gender identity and sexual orientation from LGBTQ+ patients.	94% of *total student responses agreed that they feel prepared to sensitively and effectively elicit relevant information about gender identity and sexual orientation from LGBTQ+ patients.

Pre- and Post-Simulation Survey Results: **RESPECT**

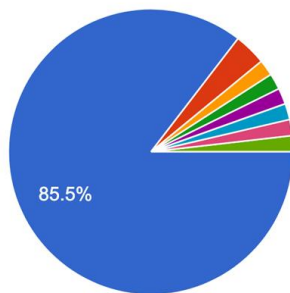
I respect that heterosexual people should have a positive space to embody, explore, and learn about their sexuality and gender without judgment or shame.		I respect that LGBTQ+ people should have a positive space to embody, explore, and learn about their sexuality and gender without judgment or shame.	
PRE	POST	PRE	POST
100% of students agreed that they respect that heterosexual people should have a positive space to embody, explore, and learn about their sexuality and gender without judgment or shame.	100% of *total student responses agreed that they respect that heterosexual people should have a positive space to embody, explore, and learn about their sexuality and gender without judgment or shame.	100% of students agreed that they respect that LGBTQ+ people should have a positive space to embody, explore, and learn about their sexuality and gender without judgment or shame.	100% of *total student responses agreed that they respect that LGBTQ+ people should have a positive space to embody, explore, and learn about their sexuality and gender without judgment or shame.

Communication Checklist by Student Observers

Our module's curricula that prepared them: [Scripts, Cultural Competence PowerPoint lecture](#)

Did the Lead Learner ask/confirm the patient's gender identity and sexual orientation in a respectful manner? (If not and you have comments, please select Other and comment, citing specific behavior.)

55 responses



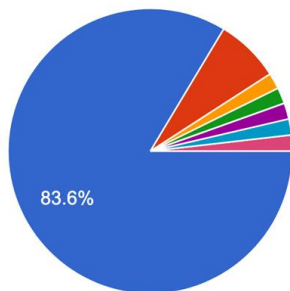
- YES
- NO
- did not ask
- Only asked pronouns.
- Lead learner did not pick up from the beginning, started at screening.
- Yes and she did so throughout while still addressing the chief concern (pregna...
- he didnt look up when asking. He rubb...
- I thought he did this very clearly and in...

Communication Checklist by Student Observers

Our module's curricula that prepared them: [Cultural Competence PowerPoint lecture](#)

Did the Learner avoid verbal or nonverbal judgmental behaviors? (If observed a judgmental behavior and took note of it, please select Other and comment citing specific behavior.)

55 responses



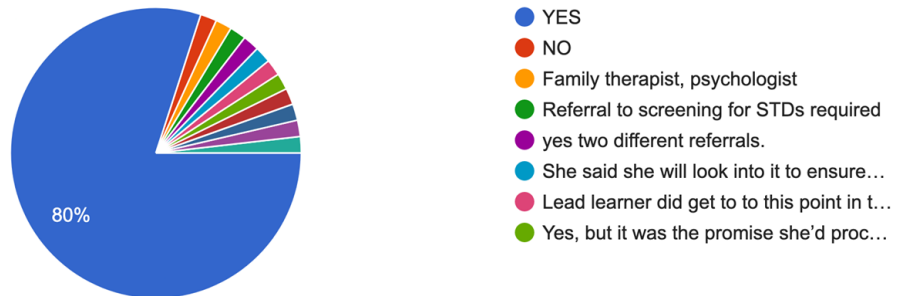
- YES
- NO
- uncomfortable facial expressions
- It would be helpful to justify the AUDIT screening. I think the phrase "risky level for alcohol abuse" can come off as jud...
- No judgement from ~~DOWN~~ just genuine attempt at understanding
- he just seemed very uncomfortable.
- non-judgmental behavior

Communication Checklist by Student Observers

Our module's curricula that prepared them: [NYC Comptroller's LGBTQ Directory](#), [homework](#)

Did the Learner offer a medical referral and/or a community resource? (If not and you have comments, please select Other and comment, citing specific behavior.)

55 responses



Debrief Excerpt

<https://youtu.be/pdGHMn9IG68>

Recommendations to Thread SGM Healthcare throughout Undergraduate Curriculum

Introduce role-play simulation using Standardized Patients addressing health care needs of the LGBTQ+ communities:

- Mental Health
- Community Health Nursing: 471 (didactic) or 472 (field experience alternate)
- Adult I or II: Needs of the LGBTQ+ communities based on healthcare disparities
- Pharmacology: Hormone Replacement pertaining to Transgender Transition
- Health Assessment-Health History taking: include sexual orientation, gender identity, and personal gender pronouns

29

Limitations

- Due to time restrictions, students had only one opportunity to be the lead learner.
- More time needed between the interview and interim debriefs for completion of the Communications Checklist for observing students.
- Students had limited time to interview patients and therefore it was difficult to measure cumulative progression and improvement with communication throughout the four scenarios.
- This study was limited to the student population enrolled in the BSN course.

30

Professional Responsibilities

ANA Position Statement, “Nurses must deliver culturally congruent care and advocate for lesbian, gay, bisexual, transgender, queer, or questioning (LGBTQ+) populations” (ANA Ethics Advisory Board, 2018).

AACN Baccalaureate Essentials for Nursing Practice (2021)

- Plan and provide patient-centered nursing care that contributes to safe and high-quality outcomes
- Respect cultural diversity and the uniqueness of all individuals



31

Our Role Play Simulations



“Everybody that I interviewed made me feel comfortable. Like, we’re supposed to make them feel comfortable, but I didn’t feel judged by the actors or anything. So I felt like it was a helpful experience.”

– student “Dwayne”

“With everyone I worked with today, not a single person was judging the other ... which I think really made it conducive to like a constructive working environment where everyone can share and really feel safe--kinda what we say in theater--safe to fail. Safe to fall flat on your face and mess up and then get back up. Cause that’s how you learn, right?”

- SP Javier

32

Funding for Simulation

- **Awarded AU Faculty Internal Research Grant \$3,500.00**
- **Diversity Equity Inclusion Council \$250.00**
- **STTI Alpha Omega Chapter \$1,000.00**
- **AU College of Nursing & Public Health \$1,000.00**

Program cost Spring 2021: Program development including the services of a standardized patient consultant and coordinator, script writing, and training the standardized patients. We also paid for 2 days of work for 6 actors (4 actors, 2 backups or understudies).

Program Costs \$5,000

* Our educational team has applied for an AACN grant to continue funding this program and expanding it to include a Healthcare Theater course to train future standardized patients.