


Development and Psychometric Properties of the Tool for Assessing LGBTQI+ Health Training (TALHT) in Pre-licensure Nursing Curricula

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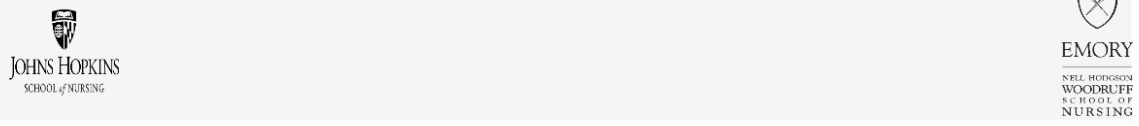
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Purpose

To develop an assessment tool to assist in evaluating gaps and redundancies in LGBTQI+ health content within pre-licensure nursing curricula.



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What We Know Nationally

Professional health organizations endorse integration of LGBTQ+ health content into curricula^{1,3-6}

LGBTQ+ people and populations face stigma, health disparities, and experiences of discrimination in healthcare.



Nursing has failed to integrate adequate LGBTQ+ evidence-based research and education into pre-licensure and advanced degree nursing curricula^{1,2}



Faculty report a lack of knowledge and confidence necessary for providing LGBTQ+ health information to students^{2,7-11}

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LGBTQ+ Health Initiative (LHI)

- LHI is a team of faculty, staff, students, and community working to improve LGBTQ+ inclusivity in nursing education, starting with the **JHSON and Emory SON.**
- LHI aims to:
 - a. **Improve faculty knowledge, attitudes, and beliefs** about LGBTQ+ terminology and health issues.
 - b. **Increase faculty access** to evidence-based, culturally sensitive, and affirming LGBTQ+ health information.
 - c. **Improve the quality of LGBTQ+ health content** in nursing curriculum.

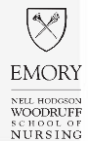
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AACN Essentials

Diversity, Equity , and Inclusion

- *...supports nursing workforce development to prepare graduates who contribute to the improvement of access and care quality for underrepresented and medically underserved populations (AACN, 2019).*

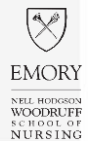
Domain 2: Person-Centered Care



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Methods

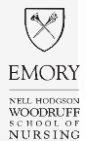
- Mixed methods design to develop and validate the Tool for Assessing LGBTQI+ Health Training (TALHT)
 - Literature review identified Tool for Assessing Cultural Competency (TACCT; 67 items; 5 domains; items reflect KSA)
 - Item bank creation
 - Face and content validity
 - Utility and acceptability



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Item Bank Creation

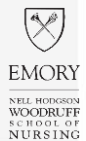
- 5 domains of TALHT:
 - (1) Rationale, Context & Definition
 - (2) Key Aspects of Resilience & Barriers to Healthcare
 - (3) Understanding the Impact of Stereotyping & Stigma on Medical Decision-Making
 - (4) Health Disparities & Social Determinants of Health
 - (5) Gender- & Sexuality-affirming Healthcare
- Reviewed international recommendations and guidelines for LGBTQI+ healthcare → 60 KSA items organized by domain



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Face and Content Validity

- Preliminary face validity
 - LHI faculty (N=3) rating of readability and clarity
- Comprehensive face and content validity
 - Experts (N=22) in curricular design (n=14), LGBTQI+ health (n=18), cultural humility (n=16), and measure development (n=15)
 - Face validity: rating of readability, clarity, and consistency of design/language
 - Content validity: rating of relevance



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Table 1. Demographic Characteristics of External Experts, N=22 reviewers

Variables	N = 22 external experts	Variables, Cont'd	N = 22 external experts
Ethnicity, n (%)		Sexual Identity, n (%)	
Hispanic	3 (13.6%)	Straight/heterosexual	8 (36.4%)
Race, n (%)		Lesbian	2 (9.1%)
White	16 (72.7%)	Gay	3 (13.6%)
Asian	2 (9.1%)	Bisexual	3 (13.6%)
Black/African Am	1 (4.5%)	Queer	3 (13.6%)
Other	3 (13.6%)	Pansexual	1 (4.5%)
Age in years, median	39 years	Other	2 (9.1%)
Gender Identity, n (%)		Job Title, n (%)	
Cisgender woman	16 (72.7%)	PhD candidate	1 (4.5%)
Cisgender man	4 (18.2%)	Post-doctoral fellow	1 (4.5%)
Transgender woman	1 (4.5%)	Assistant professor	2 (9.1%)
Transgender man	1 (4.5%)	Associate professor	8 (36.4%)
		Professor	5 (22.7%)
		Adjunct faculty	5 (22.7%)

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Table 2. Overall Face Validity, N=22 external expert reviewers

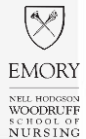
Variable	Agree or Strongly Agree n (%)
Overall, the tool uses consistent language that is easy to understand.	17 (77.3%)
Overall, the tool has consistent design that is easy to follow.	21 (95.5%)
Overall, I find this tool useful.	21 (95.5%)

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Face and Content Validity

Item Reduction

- Relevance: 5 items dropped with I-CVI scores less than 0.90
- Clarity and Readability: items with less than 0.90 inter-rater agreement considered for removal or language adoption
- Qualitative responses: redundancy, missing information, word choice, conflation or item types, and time burden
- Item edited and reduced using triangulation of quantitative and qualitative results use
- Reduced to 20 items across 5 domains



Tool for Assessing LGBTQI+ Health Training (TALHT)

Each individual item on the TALHT can be assessed using the following criteria:

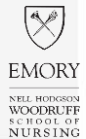
- NA The item is not applicable for, or is outside the scope of, the course in question
- 0 The item is applicable for the course, but is **not** addressed in the course
- .5 The item is applicable for the course, but is **only partially** addressed in the course
- 1 The item is applicable for the course, and is **fully addressed** in the course

Domain	Overview	Knowledge (K), Skills (S), & Attitudes (A)	[Course Name]
Domain 1: Rationale, Context, & Definition	A. Definitions of related terminology B. Health implications related to one's sex, sexuality, & gender	1. K Define LGBTQI+, gender- and sexuality-affirming care, trauma-informed care, family-centered care, gender identity, gender expression, sex, sexual orientation components (e.g., attraction, behavior, identity), romantic orientation components (e.g., attraction, behavior, identity), cisgenderism, and heterosexism.	
		2. K *Graduate* Define theoretical models pertinent to LGBTQI+ health (e.g., intersectionality, the minority stress model, and the health equity promotion model).	
		3. S Discuss sexuality & gender with the patient during health assessment (e.g., introducing self with pronouns and asking for patient's pronouns, asking about patient's sexuality and gender and how it relates to their health, discuss what health topics are relevant to the patient).	
		4. A Exhibit a caring demeanor when interacting with LGBTQI+ patients, especially when discussing health beliefs, health practices, and previous healthcare experiences (e.g., actively listen to the patient in a welcoming manner, creating an empathetic dialogue with the patient).	

Note. *Graduate* refers to items that may be better suited for graduate nursing students. © 2021 Emory University

Tool for Assessing LGBTQI+ Health Training (*TALHT*)

- **Not every course is expected to address all items on the TALHT**
- Some courses may not address any items
- Instead, items shown in the TALHT should be spread across a pre-licensure nursing program
- Programs should aim to have 80-100% pertinent LGBTQI+ health topics covered in a pre-licensure program



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Tool for Assessing LGBTQI+ Health Training (*TALHT*)

Example Scoring:

- A. Across the 18 courses in the graduate pre-licensure program at X University, 15 of the 20 TALHT items were addressed. Therefore, $15/20 = .75 * 100 = 75\%$ coverage of pertinent LGBTQI+ health topics.
- B. Across the 18 courses in the undergraduate pre-licensure program at X University, 15 of the 17 TALHT items were addressed. Therefore, $15/17 = .88 * 100 = 88\%$ coverage of pertinent LGBTQI+ health topics.

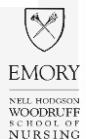
The Tool for Assessing LGBTQI+ Health Training (TALHT) may be used without a commercial license. The use of TALHT is subject to the following terms:

1. You may not translate or otherwise modify the tool.
2. If a derivative work is created based on the TALHT, the work will be owned by Emory University.
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For assistance in using this tool, please contact Dr. Athena D. F. Sherman at ADFSherman@emory.edu. We look forward to hearing from you.



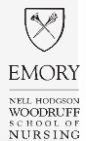
To access the TALHT go to: <https://forms.gle/P2bngX521EaShTgx8>



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Utility and Acceptability

- Pilot testing with pre-licensure faculty (N=13) at JHSON and Emory SON in courses they were currently teaching or taught within the past year
- Evaluate utility and acceptability of the measure using a 4-point Likert scale and qualitative suggestions for improvement



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Table 3. Demographic Characteristics of Pilot Participants, N = 13 Nursing faculty

Demographic Variables	N = 13 Faculty	Demographic Variables	N = 13 Faculty
Ethnicity, n (%)		Job Title, n (%)	
Hispanic white	1 (7.7%)	PhD candidate	1 (7.7%)
Race, n (%)		Post-doctoral fellow	5 (38.5%)
White	8 (61.5%)	Assistant professor	0
Asian	1 (7.7%)	Associate professor	5 (38.5%)
Black/African Am	4 (30.8%)	Professor	0
Age in years, median	45 years	Adjunct faculty	1 (7.7%)
Gender Identity, n (%)		Other: Senior Clinical Instructor	1 (7.7%)
Cisgender woman	13 (100%)		
Sexual Identity, n (%)			
Straight/heterosexual	12 (92.3%)		
Lesbian	1 (7.7%)		

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Table 4. Utility and Acceptability of the TALHT from Nursing Faculty Pilot, N=13

Variable	Agree or Strongly Agree n (%)
Overall, the tool was easy to use	11 (84.6%)
Overall, I found this tool useful in evaluating my course(s)	11 (84.6%)
The time it took to use this tool was reasonable	13 (100%)
I would recommend this tool to others to evaluate their courses	11 (84.6%)
I would recommend the curriculum committee use this tool to evaluate the pre-licensure program at my school of nursing	11 (84.6%)
This tool addressed all of the necessary components to evaluate the inclusion of LGBTQI+ health content in my courses	11 (84.6%)

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Strengths and Limitations

Strengths

- Validity testing with diverse group of LGBTQ+ health and cultural competence experts
- Pilot testing with nursing faculty who recently taught courses and from more than one program

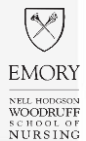
Limitations

- Pilot testing did not include all faculty nor all courses from either pre-licensure program; should be test in other pre-licensure programs
- Inter-rater reliability testing is needed

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Conclusion

The Tool for Assessing LGBTQI+ Health Training (TALHT) provides schools of nursing a validated means to evaluate their curriculum and ensure they are training a nursing workforce that provides culturally competent and affirming care for LGBTQI+ patients and populations



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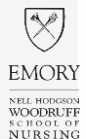
Questions?

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To access the TALHT go to: <https://forms.gle/P2bnqX521EaShTgx8>



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