



Improving



LGBTQ+

SCAN ME

**Health Equity
via Nursing
Education**

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Conflicts of Interest and Disclosures



Neither the planner(s) or presenter(s) indicated that they have any real or perceived vested interest that relate to this presentation.

Objectives



01

Describe the current status of LGBTQ+ education in nursing programs.

02

Identify resources to assist with inclusion of LGBTQ+ health topics in nursing programs.

03

Discuss potential strategies to incorporate LGBTQ+ healthcare topics into nursing courses.

Background

The LGBTQ+ community is considered a minority group with unique health needs and experiences numerous disparities¹

The LGBTQ+ community's experience of discrimination and inadequate information have contributed to their health disparities²



Background

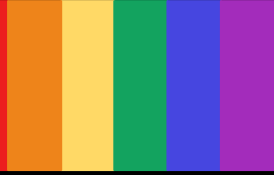
NLN³ and AACN⁴ have recommended that nurses be educated to provide inclusive, equitable, and culturally competent care

ANA⁵ has charged nursing educators with including LGBTQ+ health topics in their curriculum to improve nursing knowledge and reduce bias

In 2019 the first National Nursing LGBTQ Health Summit⁶ created a call to action to increase content in nursing curricula, practice guidelines, faculty development, and research



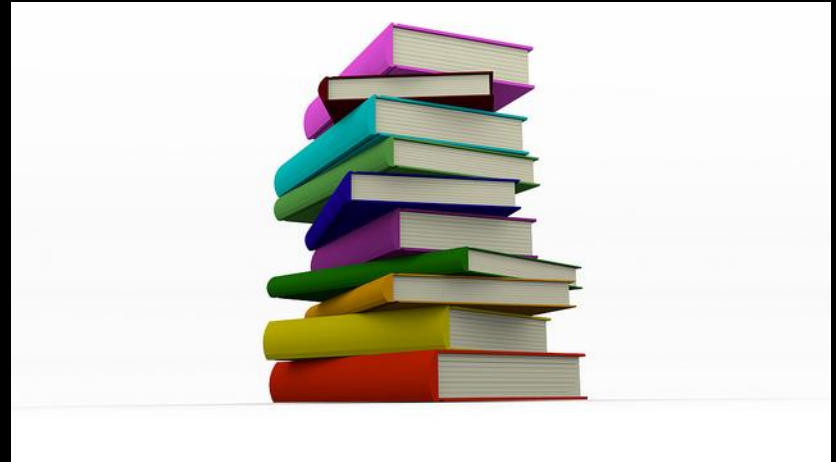
LGBTQ+ Health in Nursing Education



Nursing program surveys have found LGBTQ+ health topics are minimally included⁷⁻¹⁰

Commonly used nursing textbooks provide scarce information¹¹

A national survey of nursing faculty indicated that their knowledge and readiness to teach LGBTQ+ health is insufficient and was negatively correlated to heterosexuality⁹



LGBTQ+ Health in Nursing Education: Student Perspectives



Almost 50% felt *somewhat prepared and comfortable* to care for LGBTQ+ patients, **but indicated that this was not attributed to their nursing training**¹²



**Help! I need
more
information!**



LGBTQ+ Health Resources¹³



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Table 2
LGBTQ+ Health Resources

Resource	Website
Canadian Alliance of Nurse Educators Using Simulation: Sexual Orientation and Gender Identity Nursing	www.soginursing.ca/index.php/modules/educators/
Centers for Disease Control and Prevention LGBT Health	www.cdc.gov/lgbthealth/index.htm
Introduction to LGBTQ+ Studies: A Cross-Disciplinary Approach (open-access textbook)	www.milneopentextbooks.org/introduction-to-lgbtq-studies-a-cross-disciplinary-approach/
Lavender Health LGBTQ Resource Center	www.lavenderhealth.org/education/
LGBTQ Inclusive Health Education	www.glsen.org/sexed
LGBTQ Medical Education Research Group	www.med.stanford.edu/lgbt/resources.html
National Coalition for LGBTQ Health	www.healthlgbt.org/
National League for Nursing ACE+ Advancing Care Excellence for LGBTQ+	www.nln.org/education/teaching-resources/professional-development-program-teaching-resourcesace-all/aceplus
The National LGBTQIA+ Health Center	www.lgbtqihealtheducation.org
Safe Zone Project	www.thesafezoneproject.com/
Substance Abuse and Mental Health Services Administration: Top Health Issues for LGBT Populations Information & Resource Kit	www.store.samhsa.gov/sites/default/files/d7/priv/sma12-4684.pdf

Sexual Orientation and Gender Identity Nursing



Home About Toolkit Resources & Research FAQ Contact Us

Sexual Orientation and Gender Identity Nursing

The SOGI Nursing Website is a Toolkit for Nurses and Nursing Educators committed to providing resources and education around 2SLGBTQ+ issues in health care.

[Learn More](#)

———— **Who can use this Toolkit?** ————

CDC LGBT Health



Centers for Disease Control and Prevention
CDC 24/7: Saving Lives, Protecting People™



Lesbian, Gay, Bisexual, and Transgender Health

NCHHSTP > LGBT Health

🏠 LGBT Health

About LGBT Health

Gay and Bisexual Men

Lesbian and Bisexual Women

Transgender Persons

LGBTQ+ Youth +

Resources

Health Services



Get Email Updates

About LGBT Health

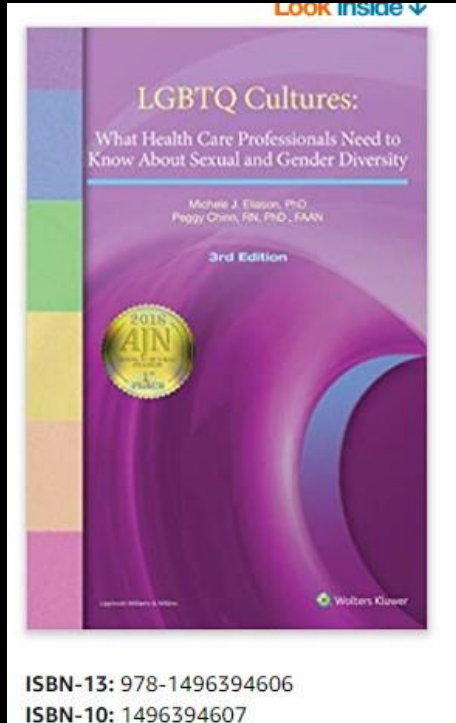
[Print](#)

People who are lesbian, gay, bisexual, or transgender (LGBT) are members of every community. They are diverse, come from all walks of life, and include people of all races and ethnicities, all ages, all socioeconomic statuses, and from all parts of the United States. The perspectives and needs of LGBT people should be routinely considered in public health efforts to improve the overall health of every person and eliminate health disparities.

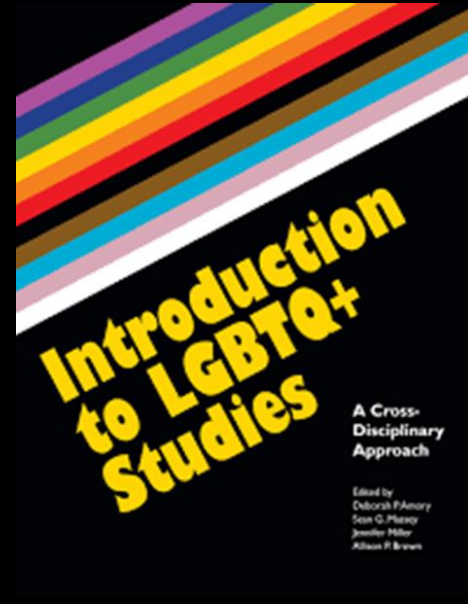
In addition to considering the needs of LGBT people in programs designed to improve the health of entire communities, there is also a need for culturally competent medical care and prevention services that are specific to this population. Social inequality is often associated with poorer health status, and sexual orientation has been associated with multiple health threats. Members of the LGBT community are at increased risk for a number of health threats when compared to their heterosexual peers [1-5]. Differences in sexual behavior account for some of these disparities, but others are associated with social and structural inequities, such as the stigma and discrimination that LGBT populations experience.

These pages provide information and resources on some of the health issues and inequities affecting LGBT communities. Links to other information sources and resources are also provided. Some of this information is designed for members of the general public. Other information has been developed for health care providers, public health professionals, and public health students.

Textbook¹⁴:



E-book¹⁵:





Top Health Issues for LGBT Populations Information & Resource Kit



Substance Abuse and Mental Health Services Administration
SAMHSA
www.samhsa.gov • 1-877-SAMHSA-7 (1-877-726-4727)

NLN ACE+



In This Section

[ACE Partners](#)

[ACE.S](#)

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[ACE+](#)

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[ACE+ Unfolding Cases](#)

[ACE+ Teaching Strategies](#)



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The NLN's newest population in the ACE series is Advancing Care Excellence for the LGBTQ+ People (ACE+). The ACE+ project developed and disseminated evidence-based teaching resources about care of LGBTQ+ people to nursing programs across the US and beyond. The overarching goal of this project is to equip nurse educators with the necessary tools to teach care of LGBTQ+ people and help them graduate a new nursing workforce that is both knowledgeable and culturally competent to meet the needs of LGBTQ+ individuals and decrease the health disparities they experience.

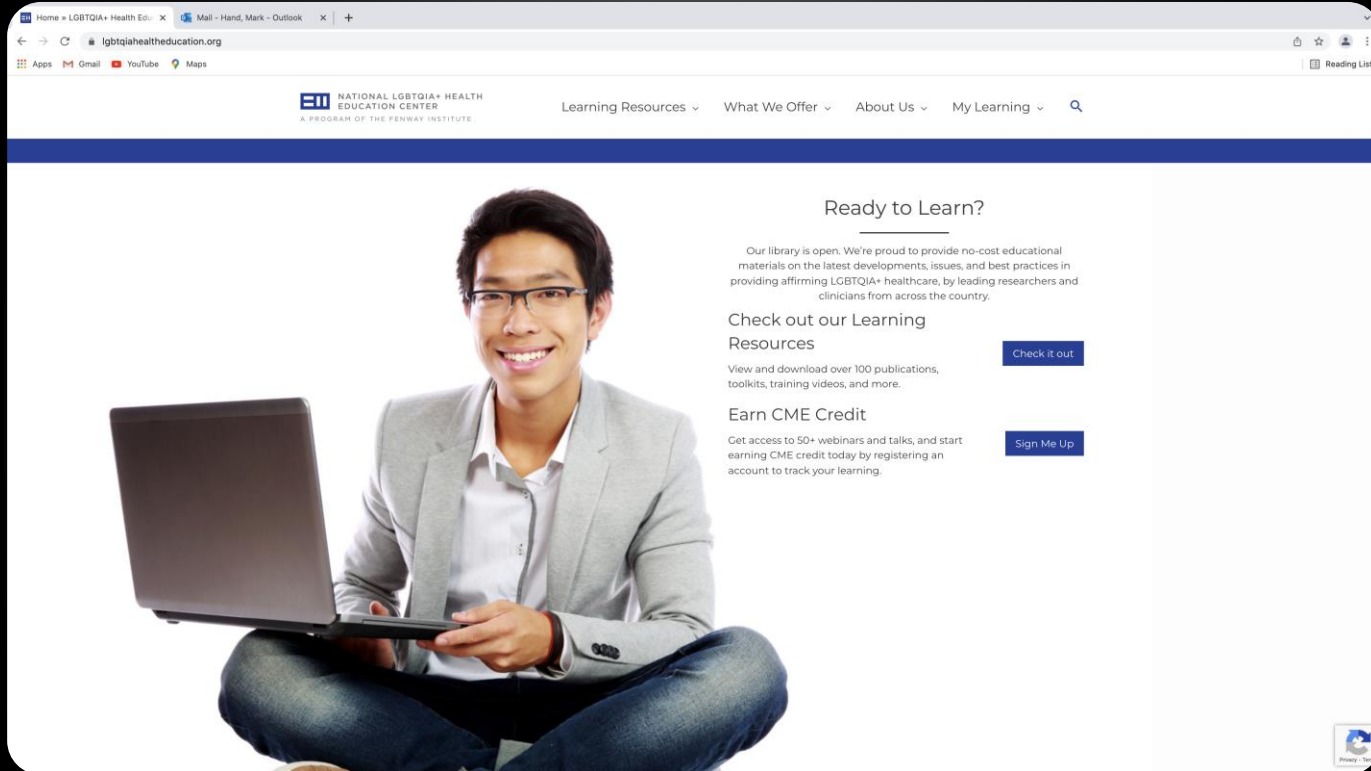
[ACE+ Unfolding Cases](#)

[ACE+ Teaching Strategies](#)

[ACE+ Framework](#)

[ACE+ Additional Resources](#)

The National LGBTQIA+ Health Education Center



Safe Zone Project



THE SAFE ZONE PROJECT IS A FREE ONLINE RESOURCE FOR POWERFUL, EFFECTIVE
LGBTQ AWARENESS AND ALLY TRAINING WORKSHOPS

Join over 25,000 Educators in 100 Countries

DOWNLOAD FREE ^{SD}
2-Hour Curriculum



What is a "Safe Zone" Training?

Learn what makes a safe zone a safe zone.



What is The Safe Zone Project?

Learn about the goals of this free online resource.



Meet the team behind the SZP

Learn about the co-creators, interns, and contributors.

Nursing Curriculum/Program Resources

Tool for Assessing LGBTQI+ Health Training (TALHT) for Pre-licensure Nurses¹⁶

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NEW! TALHT for Nurse Practitioners



Contents lists available at ScienceDirect

Nurse Education Today

ELSEVIER

journal homepage: www.elsevier.com/locate/nes

Research article

Development and psychometric properties of the tool for assessing LGBTQI+ health training (TALHT) in pre-licensure nursing curricula

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ARTICLE INFO

Keywords:
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Content validity
Scale development

ABSTRACT

Background: There is a lack of comprehensive lesbian, gay, bisexual, transgender, queer, and intersex (LGBTQI+) content in pre-licensure nursing curricula. LGBTQI+ people commonly experience mistreatment from nurses and healthcare providers due to a lack of knowledge or personal biases. To date, few instruments exist to guide LGBTQI+-specific curricular improvement.

Objective/design/setting/participants/methods: Johns Hopkins School of Nursing LGBTQI+ Health Initiative and Emory University School of Nursing developed the Tool for Assessing LGBTQI+ Health Training (TALHT) to assist in evaluating gaps and redundancies in LGBTQI+ health content within pre-licensure nursing curricula. Face and content validity were evaluated among experts in LGBTQI+ health, curricular development, nursing education, and measure development (N = 22). The TALHT was modified based on expert feedback and a pilot with pre-licensure faculty (N = 13) to evaluate utility and acceptability of the revised measure.

Results: Face and content validity evaluation of the 60-item iteration of the TALHT showed that the majority of items were consistently relevant among external expert reviewers. However, the clarity and readability of items were lacking. We triangulated the quantitative and qualitative data from experts to adapt and reduce the number of items in the TALHT to 30 items. Pilot testing of the revised 30-item measure found that utility and acceptability of the tool were rated highly among pre-licensure faculty.

Conclusion: The validation of the TALHT comes at a time when this type of instrument is clearly needed. The Future of Nursing 2030[®] report calls for nursing education to incorporate competencies in caring for diverse populations to promote health equity. The *Essentials: Core Competencies for Professional Nursing Education* calls for a transition to operationalization of competency-based nursing education. The TALHT provides faculty and programs with a valid and reliable means to operationalize implementation of these competencies as they pertain to LGBTQI+ health.

1. Introduction

In the United States (US), conservative estimates note that over 10 million people (4.1% of the population) identify as lesbian, gay, bisexual, transgender, queer, or intersex (LGBTQI+) (Gates, 2011). The LGBTQI+ community is comprised of people of many different races, genders, sexual orientations, socio-economic statuses, and cultures, creating many unique and intersecting identities within the community. However, the LGBTQI+ community as a whole faces a variety of health disparities related to widespread stigma (Institute of Medicine (IOM), 2011; Gower et al., 2021; Caceres et al., 2020; Atlee et al., 2019). Historical and present-day cisgenderism (i.e. multilevel and systemic prejudicial ideology that acts to delegitimize or refuse other people's self-determination of their own gender) and heterosexism (i.e. the system of oppression that values and centers heterosexual people, upholds heterosexuality as normative and natural, and marginalizes queer people and communities) are associated with adverse health among this population (Annara and Hegarty, 2014; Michigan State University: The

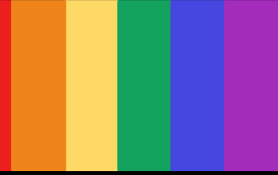
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What Can I Do?



Course Strategies



5 BSN Courses¹⁷

Weaving content throughout curriculum



Case Studies and Simulation¹⁸⁻²⁰

Incorporate LGBTQ+ health content into existing case studies and simulations



Film with Guided Discussion²¹

Gen Silent

Participatory Theatre²²

Shows a conflict without and then with a resolution with audience participation

Storytelling²³

Kayden X. Coleman

Partnerships with Local LGBTQ+ Organizations

Resources, clinical site options, potential speakers and community allyship

Course Strategies



**Start with Health
Assessment**



**Examine Terms Used
in Other Spaces**



Call “in” not “out”



**Share with Clinical
Instructors**

slido



**What other resources
and/or strategies do you
utilize?**

① Start presenting to display the poll results on this slide.



THANKS!

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