

COLLEGE OF NURSING

# Prioritizing lesbian, gay, bisexual and transgender health content in a family nurse practitioner program

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## Background

The Family-Individual across the Lifespan (FIAL) program at Thomas Jefferson University College of Nursing implemented significant curricular changes after a formative evaluation of teaching and learning strategies around sex and gender health education. We found a glaring lack of curricular activities geared towards the health needs of the lesbian, gay, bisexual, and transgender (LGBT) community. The curricular changes were implemented to specifically address pervasive health disparities and barriers to high-quality primary health care among LGBT people.

## AIMS

- 1) Identify barriers and affirm LGBT patients' unique primary health care needs.
- 2) Promote Family NP competence in providing care to LGBT people across the lifespan.
- 3) Develop core competencies that form the basis of best practices for Family NPs caring for the LGBT community.



## Methods

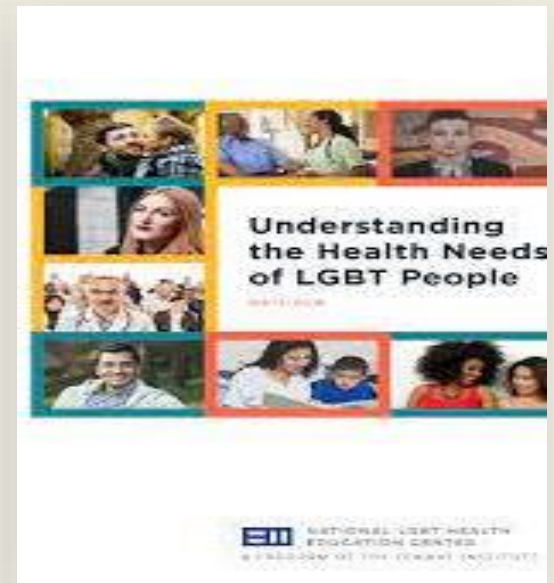
The Family NP Faculty designed three (3) Sex and Gender learning modules in the program's clinical courses.

These modules specifically address unique socio-cultural needs, sensitivities, and challenges related to sustained gender-inclusive and gender-affirming care.

Curriculum based on National LGBTQIA+ Health Education Center Learning Modules

<https://www.lgbthealtheducation.org/resources/type/learning-module/>

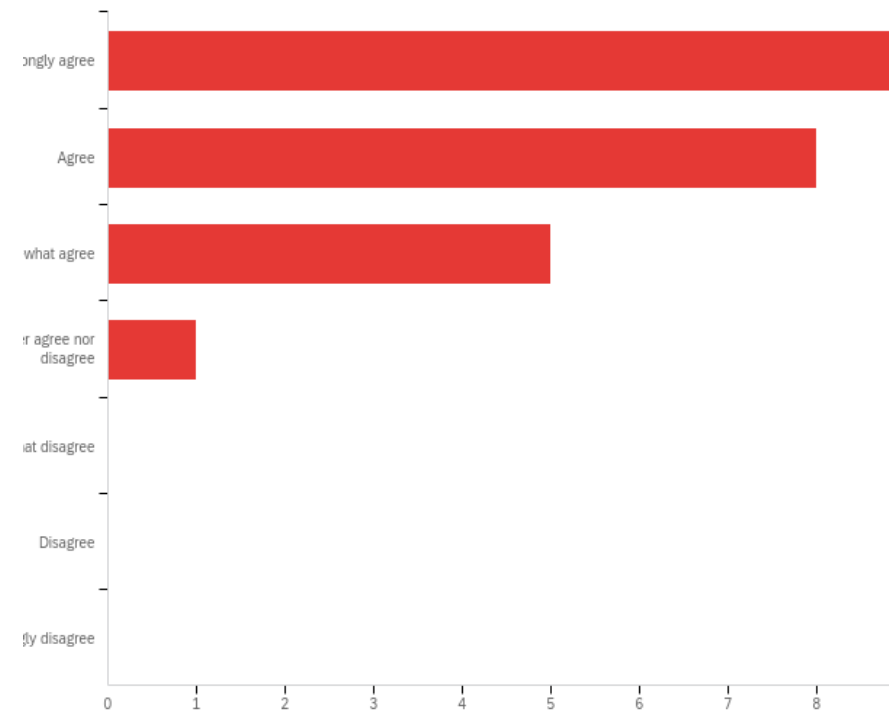
The first student cohort that completed the Sex and Gender Health Care curriculum completed an anonymous feedback survey.



“After completing the course module on sex and gender I can recognize the unique health care needs of LGBTQ patients and families in primary care?”

75% of learners agree

Answer	%
Strongly agree	41.67%
Agree	33.33%
Somewhat agree	20.83%
Neither agree nor disagree	4.17%
Somewhat disagree	0.00%
Disagree	0.00%
Strongly disagree	0.00%
Total	100%







## Findings

**“I absolutely loved this module. Partially because it was completely new material, but it also opened my eyes to a whole community that is really in need of attention, from healthcare.”**

**“I liked the uploaded videos in the module, it was eye opening to hear the different stories of the transgender patient's and learn about their numerous challenges, particularly when receiving healthcare.”**

**“I liked the first one, with the videos. I knew that LGBTQ+ was a population that was underserved with unique needs, but I had no idea how high of a percentage avoid getting medical care because of how they've been treated, or for fear about being discriminated against. “**

- **“I would like to see even more examples of providers effectively and successfully speaking to LGBTQ patients so this can help lead me for when I care for these persons.”**

- **Clinical course for NPs mean we need to provide more practice experience for students.**

### **MAJOR THEME:**

- **More learning opportunities for students in clinical care of LGBTQIA+ people.**

The Family NP program has taken an initial step in providing Sex and Gender Health Education (SGHE) across the curriculum after identifying a need to prioritize lesbian, gay, bisexual, and transgender-specific content. Based on student feedback from this first step we are continuing the modules and providing more opportunities for students to work directly with the community. We are reaching out to community partners to access members willing to share their stories about their health care experience to better inform guidelines and the development of best practices. Many of our students identify as gay, lesbian, and gender-nonconforming and provided validation that the Family NP program needs to continue to develop robust Sex and Gender Health Care learning opportunities.



Conclusions & Implications for Practice