

4-20-2023

## Professional Development LGBTQ+ Program for Faculty, Staff and Clinicians: Reported Month Post-Program Impact

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### Recommended Citation

Zapletal, OTD, MS, OTR/L, CLA, Audrey L. and Bell, PT, DPT, PhD(c), Karla A., "Professional Development LGBTQ+ Program for Faculty, Staff and Clinicians: Reported Month Post-Program Impact" (2023).  
*Department of Occupational Therapy Posters and Presentations*. Paper 86.  
<https://jdc.jefferson.edu/otpresentations/86>

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# Professional Development LGBTQ+ Program for Faculty, Staff and Clinicians: Reported Month Post-Program Impact

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## Background

LGBTQ+ community experiences health care and health disparities; some reasons include:

- barriers in care,
- negative attitudes,
- lack of awareness by healthcare providers.

Studies have found healthcare professionals are not adequately trained in LGBTQ+ care

## Aims

1. Discuss the rationale for including LGBTQ+ content in all graduate and undergraduate curricula and be able to discuss integration challenges.
2. Describe a professional development program designed to enhance faculty, staff, and clinicians' knowledge, skills, and comfort with inclusive teaching/advising practices focused on the sexual and gender diverse communities.
3. Report the impact of the program 6<sup>th</sup> months after the program ended.

Through these results we will share:

- Share inclusive strategies for faculty/clinical roles with use of respectful, non-gendered language.
- Discuss opportunities for changes in policies and procedures that promote an inclusive learning space (LMS, pronouns, dress codes, student handbook, etc.)

Funding Sources: Jefferson Enterprise's Office of Diversity, Inclusion, and Community Engagement & SKMC's DEI Office



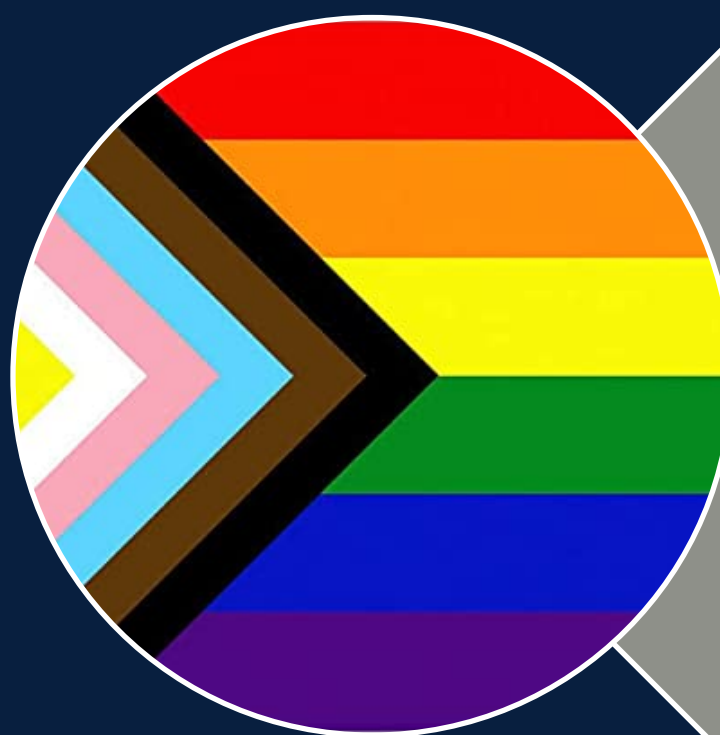
## Participants

- At a private, urban university in the Northeast & Hospital System
- Undergraduate and Graduate
- Clinical and non-clinical faculty
- Staff
- Administrators
- East Falls, Center City, & Dixon campuses



### Self-Awareness

- Having a greater sense of awareness, understanding, and level of comfort discussing topics related to the LGBTQ community.
- Recognizing the importance of pronouns and feeling more comfortable using them when addressing individuals.



### Inclusive Changes in Instruction and/or Clinical Practice

- Making a conscious effort to adjust the language they use when communicating with others.
- Adjusting to using of more inclusive terms is an ongoing process but highlight that they continue to reflect and implement changes to be more inclusive.



### Implementing Inclusive Changes in Vocabulary/ Verbal Communication and Presence

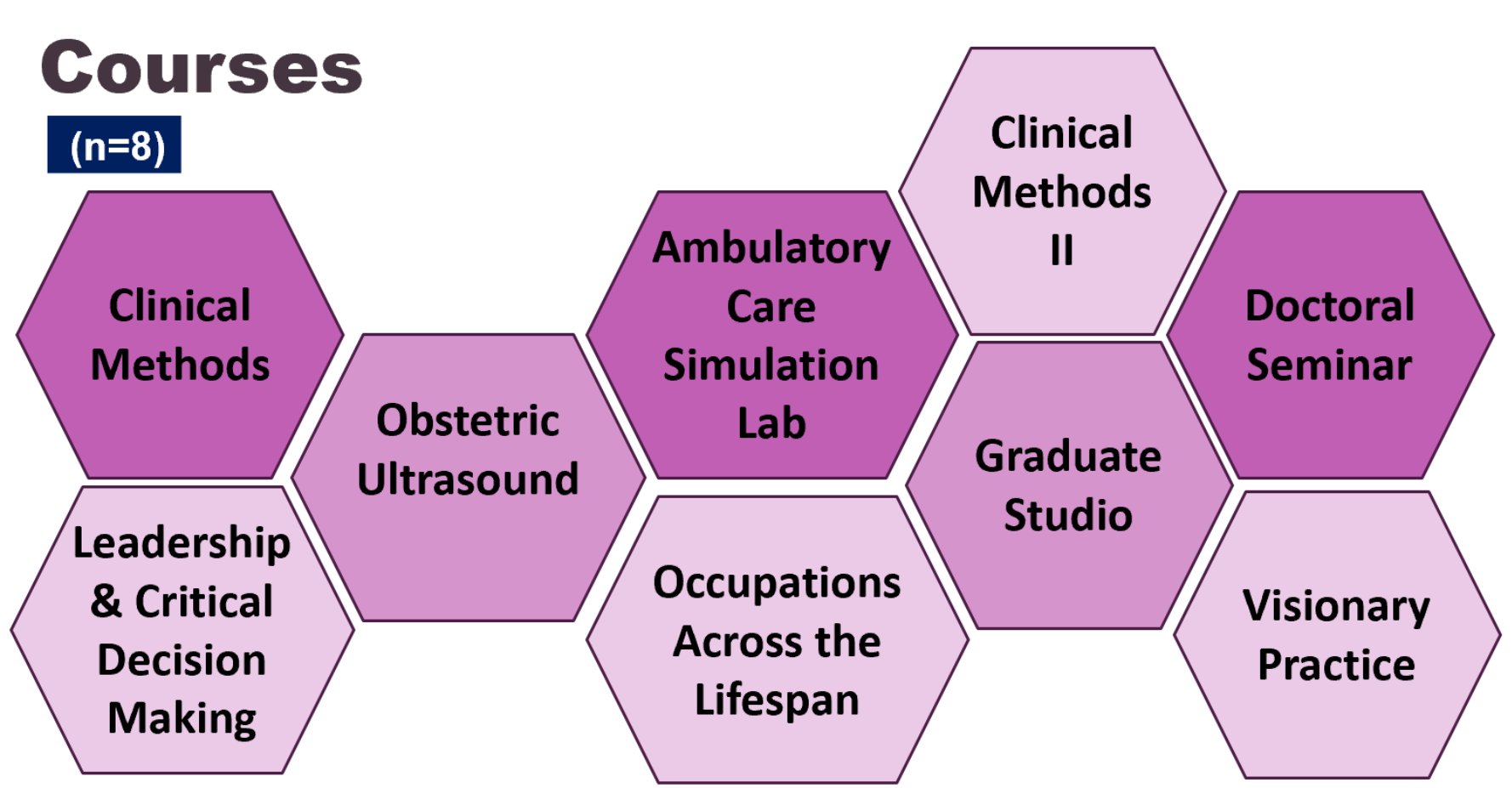
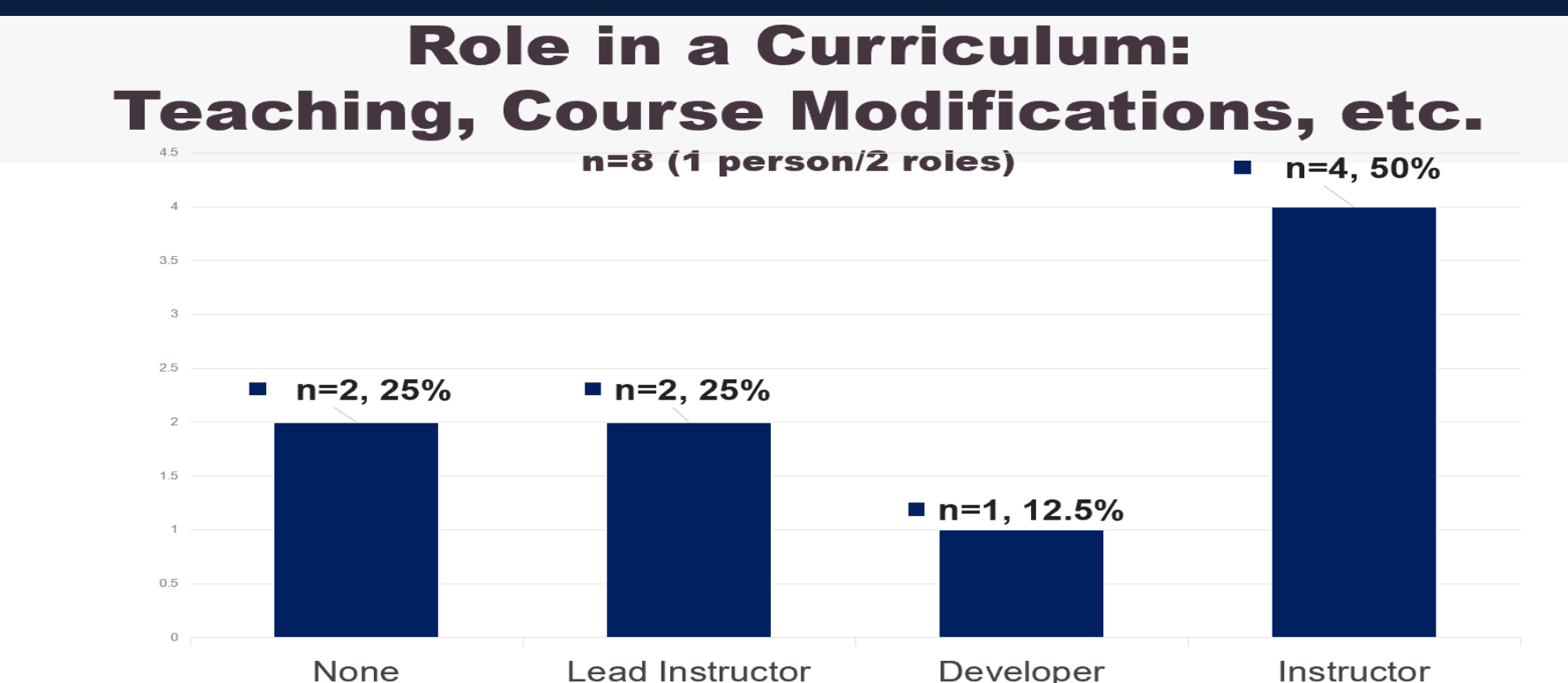
- Ensuring and modifying research/clinical practice and educational content to be more inclusive and address topics related to the LGBTQ+ community.
- Showcasing symbols (i.e., wearing pins, signs/figurines in their office) and introducing themselves with their pronouns.



For more information about SGMET 2023-24

## Recruitment & Response

- Post-Program Survey
- 2019-2020 [Year 1]
  - Full Program: N=11 [full program]
  - Response Rate: 5 (missing data)
- 2020-2021 [Year 2]
  - Full Program: N=23
  - Response Rate: 9



**Results**

N=14

To what extent have you made changes in...	n	None	Little	Moderate	A Lot
Personal/communication approach?	10		1	1	8
Creating a welcoming environment and climate?	10	1	0	3	6
Course syllabi?	8		2	4	2
Lecture content?	8		1	2	5
Audio-visual presentations?	8		3	3	2
Lab activities?	6	1	3	1	1
Exam questions?	3		1	1	1
Case studies?	6			3	3
Advising (intersectional & inclusive lens)?	8			5	3

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## Sexual and Gender Minorities Education and Training Program [SGMET]

### Program Objectives:

- Enhance knowledge, attitudes, awareness, and cultural humility around sexual and gender minority health in order to:
  - Implement content into classroom/clinical curricula for our citizens/graduates and future health professionals
  - Create an open and inclusive environment for learning and clinical care (and workplace)
- IRB-approved, Mix-methods study
  - Standardized assessments and Program Evaluations (pre-post program and 6-months post-program)
- Intervention: Professional/Faculty Development Program about specific content about the LGBTQ+ communities
  - Monthly structured learning sessions
  - 30 minute small group mentoring check-ins
  - Delivery via Zoom

## Methods

- 6/7 months post -program
- Anonymous electronic survey
  - Open and closed ended questions
- Evaluate to what extent participants were:
  - Discussing new concepts and questions
  - Brainstorming ways to apply and implement the new information
  - Feeling safe and supported in discussing biases with others
- Data Analysis
  - Descriptive statistics analyzing quantitative data
  - Preliminary analysis of qualitative data

## Conclusions and Implications

- Professional Development specific to addressing LGBTQ+ populations can make an impact on roles and responsibilities
- Greater awareness and **comfort/acknowledge to be inclusive** communication and behavior
- Working environment is changing
  - Advising, classroom, [and patient care]
- Policy changes - syllabi
- Greater presence in **content in the curriculum** [intersectionality, sex, LGTBQ+, trans, etc.]
  - Lectures, audio-visuals, pictures, case studies, exam questions
  - Symbols - pins & stickers