

TOPIC: Seeking to add awareness and competent Care in Support of LGBTQ+ Education in nursing curricula.

SUBMITTED BY: James Madison University Nursing Student Association, Harrisonburg, Virginia

AUTHORS: Rachel Civale, Nicole Bauernfeind, Allison Moses, Dana Morris, Lindsey Parker, Michele Moore, Jennifer Tignor, Abilene Schiefer, and Emma Koenig

WHEREAS, efforts to develop cultural competency programs elicit stereotyping and/or racism despite trying to be inclusive of marginalized populations. (Mack, 2013, p. 8); and

WHEREAS, specific training for healthcare students and professionals on specific healthcare issues within the LGBTQ+ population, such as HIV, will result in better knowledge and skills as well as reduction of the stigma associated with this population and HIV.(Sekoni, Gale, Manga-Atangana, Bhaduri, & Jolly, 2017, p. 2); and

WHEREAS, lack of use of appropriate language and terminology inhibit empathetic and sensitive interviewing during assessments within the LGBTQ+ community which hinders the establishment of comfort and rapport with the patient.(Fredriksen-Goldsen, Hoy-Ellis, Goldsen, Emlet, & Hooyman, 2014, p. 91-92); and

WHEREAS, many nursing curricula fails to educate on non-ethnic influences such as sexuality and gender identity on cultural competence and nursing students often felt confused and anxious about the blurring of gender lines. (Tillman, K., Creel, E., & Pryor, S., 2016, p. 176); and

WHEREAS, the disparity of sexual health knowledge as well as confidence in sexual health practice between heterosexual students and LGBTQ+ students is significant, as schooling and courses regarding sexual health are not very inclusive or targeted to the LGBTQ+ community. (Charest, Kleinplatz & Lund, 2016, p. 74); and

WHEREAS, unique health disparities of LGBTQ+ members exist and those who have received training are more confident and have found significant benefit in having LGBTQ+ patient care curriculum in medical training programs (Gallagher, Ward,& Gamma, 2015, p. 2-3); therefore be it

RESOLVED, that VNSA supports the importance of nursing programs implementing

simulation based experiences for the LGBTQ+ community to increase culturally competent care and decrease health disparities to provide better holistic care; and be it further

RESOLVED, to implement a panel concerning nursing care of the LGBTQ+ community at either the midyear or annual national conference; and be it further

RESOLVED, that an article be placed in the *Torch Magazine* about the health disparities of the population be created and submitted by a prominent LGBTQ+ figure in the health field; and be it further

RESOLVED, that the VNSA send a copy of this resolution to the American Nurses Association, The League for Nursing, Sigma Theta Tau International, Human Rights Campaign Headquarters in Washington D.C., and all others deemed appropriate by the VNSA Board of Directors.

References

- Charest, M., Kleinplatz, M., Lund, J. (2016). Sexual health information disparities between heterosexual and LGBTQ young adults: Implications for sexual health. *The Canadian Journal of Human Sexuality*, 25(2), 74-85. doi:10.3138/cjhs.252-a9.
- Fredriksen-Goldsen, K., Hoy-Ellis, C., Goldsen, J., Emlet, C., & Hooyman, N., (2014). Creating a Vision for the Future: Key Competencies and Strategies for Culturally Competent Practice with Lesbian, Gay, Bisexual, and Transgender (LGBT) Older Adults in the Health and Human Services. *Journal of Gerontological Social Work*, Vol 57, Iss 2-4, Pp 80-107 (2014). doi: 10.1080/01634372.2014.890690
- Gallagher, K., Ward, T., and Gamma, A. (2015). Addressing the Lesbian, Gay, Bisexual and Transgender Cultural Competency Gap in Genetic Counseling: A Curriculum Pilot Study. *Human Genetics Theses and Capstones*. Paper 6. Pages 2-3.
- Sekoni, A., Gale, N., Manga-Atananga, B., & Jolly, K., (2017). The effects of educational curricula and training on LGBT-specific health issues for healthcare students and professionals: a mixed-method systematic review. *Journal Of The International AIDS Society*, Vol 20, Iss 1, Pp 1-13 (2017), (1), 1. doi:10.7448/IAS.20.1.21624
- Tillman, K., Creel, E., & Pryor, S. (2016). The lived experience of second-degree baccalaureate nursing students providing care to members of an LGBT community. *International Journal For Human Caring*, 20(4), 176-181.

Sample Cost Estimate for Implementing the Resolution

Conference Panel Speakers (Total of 5 key experts): Provide for each individual's transportation and housing. Total cost \$3,000t

Torch Article: No additional costs associated as this is already published.

Time for emailing messages to the specific organizations and agencies: No cost associated already part of the staff role.

Estimated costs: \$3,000

ABSTRACT: As observed by James Madison University's School of Nursing, it has been deemed necessary to further not only our state, but our nation's curricula on LGBTQ+ matters in the education of nursing students. If adopted, it would be our goal to more extensively educate within individual state programs through increasingly realistic simulation situations. We also strive to passively disseminate information about providing care through national vectors to continuously keep the topic at the forefront of nursing's vision.