

Building DEI Institution Capacity Through Transgender Health Professional Development for Nurse Practitioner Faculty

Pamela Levesque, DNP, APRN, FNP-BC, CNE
Chamberlain College of Nursing

Background

Injustice at Every Turn: A Report: Transgender Discrimination Survey (2015).

1. 23% of Transgender Individuals Postpone Healthcare Due to Fear of Maltreatment
- 2.. Suicide Rate: 41% versus 1.6% in the general population
- 3.K-12 Rate of Harassment: 78%
- 4.Employment Maltreatment: 90%
- 5.Refused the Provision of Medical Care: 19%
- 6.Uniformed Doctors: 50%
- 7.Rate of extreme poverty for Black transgender people 34%

Research suggests:

- 1. Nursing faculty have limited knowledge, experience and readiness for teaching LGBTQ health content**
- 2. Surveyed NP's perceived gaps in their knowledge that threaten their ability to deliver quality care to transgender patients**
- 3. Transgender students report they have been asked to teach transgender health content or to advise faculty regarding content.**

Transgender Health Part 1

Course Description:

This focus of this course will be to introduce the learner to theories and principles that inform the topic of gender minority healthcare. Topics will include bias, social justice, minority stress theory, and the determinants of health.

Course Objectives: By the end of this course, learners will be able to:

1. Discuss theories that inform health and healthcare for gender minority patients.
2. Engage in self-reflection regarding personally held biases.
3. Apply the determinants of health to the understanding of health care needs for transgender people.
4. Identify barriers to healthcare for transgender people.

Transgender Health Part 2

Course Description:

This is the second of a series of three courses aimed at building faculty capacity to deliver transgender health content. This course will cover an introduction to transgender terminology, gender versus sexual identity, health promotion needs, and an overview of transitioning.

Course Objectives: By the end of this course, learners will be able to:

1. Identify acceptable terminology relative to gender and sexual minorities.
2. Appreciate the unique differences between gender, sex, and sexuality.
3. Apply the principles of health promotion to transgender patients.
4. Distinguish between the meanings of "coming out" and transitioning for transgender people.

Transgender Health Part 3

Course Description:

In this third, and final course, participants will explore primary care for transgender people to include special considerations in the care of adolescents and young adults.

Course Objectives: By the end of this course, learners will be able to:

1. Discuss best-practice related to intake forms and interviewing strategies
2. List examples of guidelines and organizations that support transgender health.
3. Differentiate the needs of transgender adolescents/young adults versus adults.
4. Utilize guidelines to address holistic healthcare needs of transgender patients.

Course Format: Online, asynchronous, courses offered over 4-weeks. Courses will be taken sequentially. Teaching strategies will include, but not limited to: Concept Maps, self-assessments/surveys, The Fenway modules, reflection assignments, discussion board and/or Voice Thread, annotated bibliography, lay press books and/or movies, interviews. CEU's will be provided through University application to accreditation agency.

References (full references upon request)

- Lim, F., Johnson, M., & Michele Eliason. (2015). A national survey of faculty knowledge, experience, and readiness, for teaching lesbian, gay, bisexual, and transgender health in baccalaureate nursing programs. *Nursing Education Perspectives*, 36(3), 144-152. doi: <https://10.5480/14-1355>.
- Yingling, T.C., Cotler, K., & Hughes, L.T. (2016). Building nurses' capacity to address health inequities: incorporating lesbian, gay, bisexual and transgender content in a family nurse practitioner programme. *Journal of Clinical Knowledge*, 26, 2807-2817. doi: <http://10.1111/jocn.13707>

