Enhancing Student Nurse Practitioner Cultural Competence Caring for Transgender Individuals

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Objectives

• At the conclusion of this activity faculty will be able to discuss:
  – (1) the health disparities that transgender people face
  – (2) the need for including nursing curricular content relating to LGBT issues
  – (3) strategies to enhance student knowledge and competence related to the care of transgender people.

LGBT Health Disparities

Healthy People 2020:
• Disparities linked to societal stigma, discrimination, and denial of civil/human rights
• Discrimination associated with higher rates of psychiatric disorders, substance use, and suicide
• Experiences of violence are frequent and have lasting results
**LGBT Health Disparities**

- LGBT youth 2-3 times more likely to attempt suicide
- LGBT more likely to be homeless
- Lesbian women less likely to obtain cancer screening
- Gay men are at higher risk for HIV/STI
- Elderly LGBT individuals face additional barriers to health because of isolation and a lack of social services and culturally competent providers
- LGBT populations have the highest rates of tobacco, alcohol, and drug use

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**National Transgender Discrimination Survey**

- 2008- eight mo./6450 respondents
- 70-item survey- online and paper
- Respondents from all 50 states and territories
  - Live in extreme poverty
  - Four times more likely to have a household income <$10,000/yr.
  - Double the rate of unemployment
  - Twice the rate of homelessness
  - Less than half the rate of home ownership
  - 47% fired, not hired, or denied promotion
  - 16% compelled to work in “underground economy”

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**Transgender Health Disparities**

- 41% have attempted suicide Acts of bias increase rates of suicide
  - 55% of those who lose their jobs due to bias
  - 51% of those who are bullied/harassed in school
- Four-times higher rate of HIV infection
- 19% rate of homelessness
- More than 25% reported using drugs or alcohol to cope with discrimination
- ***Life expectancy
### Barriers Encountered

- 19% denied medical care due to gender status
- 28% experienced harassment and violence in medical settings
  - 2% physically assaulted
- 28% have postponed seeking care for fear of discrimination
- 48% postponed medical care due to financial constraints

### Knowledge Deficit

- Providers lack knowledge regarding the care of transgender people
- 50% report having to educate providers

**Provider knowledge of transgender status increased the likelihood of discrimination.**

### Attitudes of Health Care Professionals

- Literature review of 17 studies of nurse attitudes toward LGBT population
  - Every study found evidence of negative attitudes
- IOM concluded many providers uncomfortable providing services to LGBT patients
- More than 1/3 of students in nursing prerequisite courses reported that they would have “considerable difficulty” working with LGBT people and people with AIDS
- Many still believe that identifying as transgender is a mental illness
- Most healthcare systems and providers still dichotomize gender
LGBT Content in Nursing & Medical Schools

- Content is lacking from medical and nursing school curricula
- It is not clear how much time is allotted to LGBT related topics
- Negative attitudes may be attributed to lack of experience with the population
- A survey of 132 US and Canadian Medical Schools found that an average of 7 hours was spent in the topics
- Medical students who received a lecture related to transgender health reported higher levels of competency

Integrating Transgender Content: Our Experience

- Primary Care I: Clinical course required for AGPCNP and FNP students
- Class + 224 hours clinical
- Fall 2013 introduced “Transgender Health” module
  - In collaboration with the Gay Alliance of the Genesee Valley
  - Online learning activities to be completed before class
  - Facilitated 90-minute panel discussion

Online Learning Activity: Introduction

Case scenario re: Jeremy, a new patient who identifies as a transman.

- Do you know what health concerns Jeremy might have?
- Would you be willing to provide Jeremy with prescriptions for his hormone treatments?
- What important screenings will need to be considered?
- How can you improve his experience of receiving care in your practice?
- Do you have any personal assumptions about Jeremy’s lifestyle?
- What are the ethical obligations for a nurse practitioner in providing care to Jeremy?
- What resources exist for you to expand your knowledge regarding the care of transgender patients?
- What if the new patient was a trans-woman? How would your answers to the above questions change?
**Assigned Video**

Gender Identity Project: Transgender Basics Video
• [http://www.youtube.com/watch?v=UXI9w0P6RXY](http://www.youtube.com/watch?v=UXI9w0P6RXY)

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**Other Activities**

• Read: Healthy People 2020 website re: Lesbian, Gay, Bisexual, and Transgender Health
• Read: Institute of Medicine’s: “The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding”
• Transgender panel discussion
• Assignment

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**Assignment**

• Pass/fail submission.
• Describe traditional and authentic gender models
• Define common terminology
• Identify subjective themes described by transgender people in the video
• Reflect upon and describe the areas of greatest learning
Regarding transgender people:

- A sense of preparedness to make practice environments welcoming
- An understanding of the importance of providing patient-centered care that respects the uniqueness of each person
- A sense of advocacy to remove the barriers that promote health disparities

"I learned I need to set aside my own biases about gender roles and sexual orientation and instead be open-minded and non-judgmental."

"This module...reminded me that...the unique experience of the individual is something I have to remember to stop and inquire about."

"If we were able to encourage open and honest conversations...instead of trying to dichotomously categorize individuals...transgender individuals would not face health disparities..."

"I found this module very helpful and informative...in particular the realization that this is a medically underserved group that is in large part dismissed, misunderstood, and stigmatized."

"I think the newer Authentic Gender model makes sense and definitely fits more people. We should start teaching this model at a young age to get rid of biases and stereotypes."

"This perspective and new thinking will allow me to care for all individuals regardless of their age, gender roles, or gender identity."
Questions

Thank You