

Enhancing Student Nurse Practitioner Cultural Competence Caring for Transgender Individuals

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April 24, 2015



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

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”

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

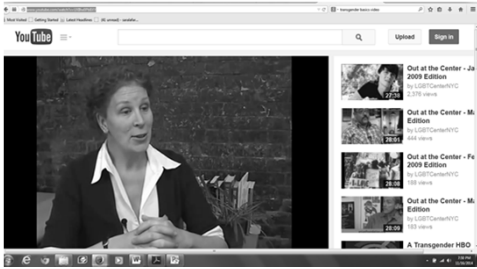
Case scenario re: Jeremy, a new patient who identifies as a trans-man.

- 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=UXI9w0PbBXY>



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

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

Themes from Student Reflections

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

Areas of Greatest Learning

- "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..."

Continued...

- "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
