

# Faculty Education CEU Initiative: SGM Healthcare

## Presenters

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## INTRODUCTION

- Approximately 10 million people identify as LGBTQI+ or SGM (Brown, et al, 2021; Fantus, 2017).
- About 30% avoid or delayed seeking healthcare (Makadon, et al, 2015; IOM 2011).
- Healthcare providers and students often lack the educational preparation needed to care for SGM (Kirubarajan et al, 2021; Waryold, et al, 2020; Richardson et al, 2017 ).
- Time devoted for SGM education very limited or not at all.
- A key barrier to such education is a lack of comprehensive, efficient, and innovative educational programs on SGM healthcare issues (White et al, 2020)

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## STATEMENT OF THE PURPOSE

- Literature search revealed other factors faced by faculty such as lack of
  - Organized content availability
  - Time and space in existing courses to incorporate new information,
  - Proper evaluation methods to determine content mastery (Sherman et al, 2019; Sue et al, 2016)
- Literature review points to lack of faculty preparation and expertise to teach SGM content (White et al, 2020)
- Our purpose was to create a faculty development educational program based on a needs assessment survey on knowledge of sexual and gender minority (SGM) population and their healthcare issues.

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## SETTING & SAMPLE

- Setting is a research university school of nursing with approximately 1,400 students currently enrolled; the school graduates nearly 400 BSN nurses and 400 nurses with graduate degrees in an average year.
- The sample worked as full time and part time faculty at the school.
- The survey was set up in Qualtrics.
- Survey was sent out via a distribution list of N= 158; N=43 responded.



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## POLLING SURVEY DEVELOPMENT – THE PROCESS

Literature search related to health sciences education to identify programs that addressed SGM education

Knowledge gaps identified through the search informed development of the survey questions

Likert Scale rating used for answers ranging from “extremely good” to “very little”

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## KNOWLEDGE GAPS IDENTIFIED – A FEW....

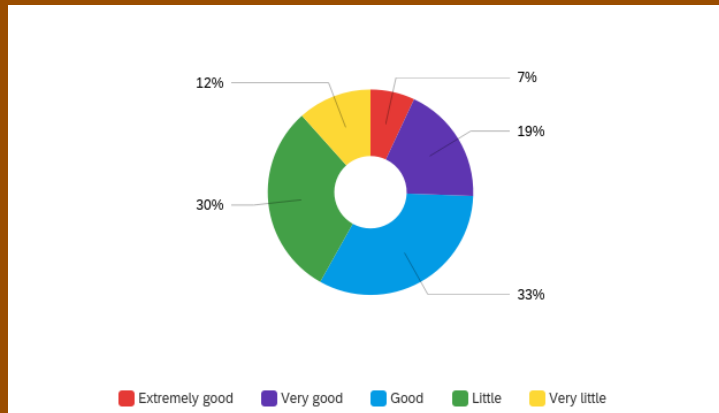
- SGM terminology
- Demographics
- Health disparities
- Provision of healthcare
- Patient comfort
- Patient education
- Social determinants
- Faculty preparation to teach SGM topics
- Inclusion of SGM topic in courses
- Student knowledge.



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## QUESTION 1

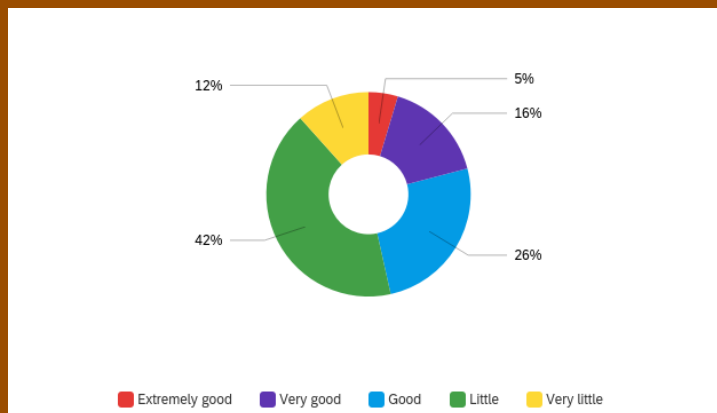
How would you rate your overall knowledge of lesbian, gay, bisexual, transgender and queer (LGBTQ+) patient terminology?



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## QUESTION 2

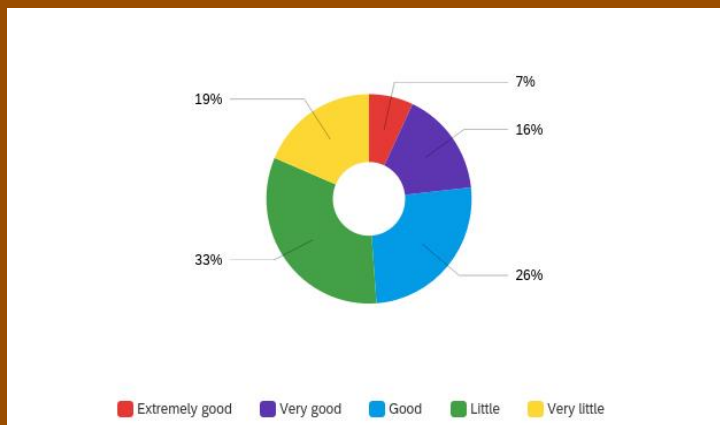
How would you rate your overall knowledge of LGBTQ+ health disparities and demographics?



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### QUESTION 3

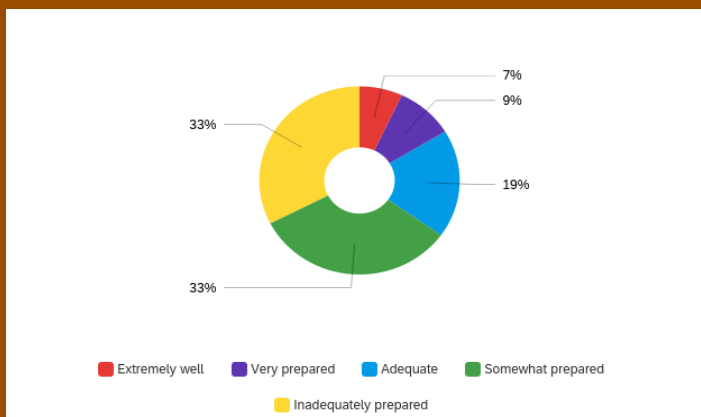
How would you rate your knowledge of lesbian, gay, bisexual, and transgender (LGBTQ) patient healthcare?



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### QUESTION 4

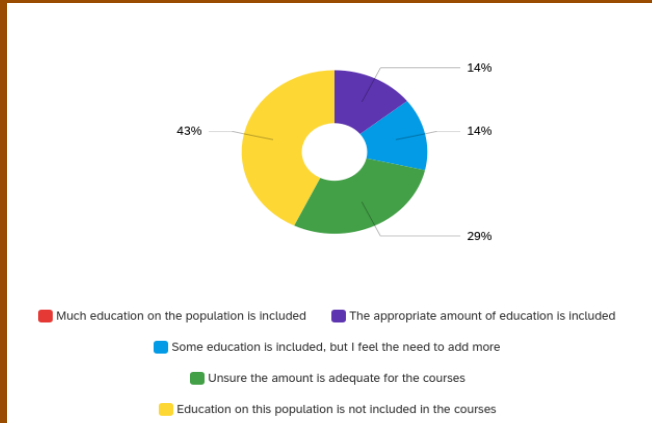
How prepared are you to provide affirmative and inclusive LGBTQ+ healthcare education to your students?



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## QUESTION 5

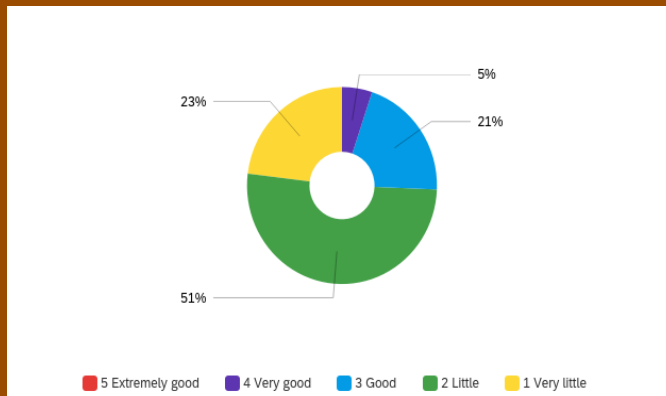
Do you include healthcare education on the LGBTQ+ population in your courses?



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## QUESTION 6

How would you rate your students' knowledge regarding LGBTQ health care needs?



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## Faculty Comments

- "I'm not sure that there is much in the courses I teach that directly associated with LGBTQ+ populations. Racial/ethnicity is different and has impacts."
- "Our course is a research class that does not address specific populations of people. I do not know how to rate my students' knowledge."
- "Following the [course] text, there is little to no information on the population."
- "This is certainly an area where additional learning is needed!"
- "Desperately needed."
- "Would be interesting to consider how we can be more inclusive in the PhD program in particular."

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## CONCLUSION

- Faculty knowledge survey identified gaps in faculty knowledge.
- Faculty also expressed the need for SGM related content inclusion in the curriculum
- It was interesting to see that some faculty did not consider SGM healthcare issues having an impact similar to race and ethnicity issues
- This allowed us to design a faculty development webinar series addressing the SGM population and healthcare.
- Currently developing a web-based module for graduate FNP students on SGM health.

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## References

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