

### Introduction, Background and Significance

- The Transgender Community has been historically invisible in nursing education
- RUSON currently has no formal transgender education in undergraduate curricula
- Nurses report entering the workforce with negative attitudes, feeling uncomfortable, and uneducated when caring for trans people
- Unprepared healthcare workers increase the risk of discrimination, negative experiences, and delay of care:
  - **33% report at least one negative healthcare experience**
  - **23% report delaying care**
  - **22% report poor-fair health**
  - **41% have attempted suicide in their lifetime**

### Purpose

The purpose of this project is to determine whether a multi-method educational program for junior level nursing students will improve knowledge, comfort, and attitudes when caring for members of the transgender community

#### Education Methods:

1. Contact Education
2. Clinical Simulation

#### Objectives

- To increase the overall knowledge of nursing students surrounding the healthcare experiences and issues faced by the transgender community through a contact education seminar
- To improve comfort level when caring for members of the transgender community through a transgender clinical simulation.
- To promote positive attitudes towards transgender healthcare by providing exposure to the transgender community

### Methodology

#### Design:

- Objectively determine if knowledge, attitudes, and comfort levels are improved
- Collecting real-life perspectives of nursing student's

**Setting:** Rutgers University School of Nursing: Blackwood Campus via WebEx Conference

**Population:** 61 Junior level nursing students enrolled in "Nursing Care Provider 1" course

**Subject Recruitment:** Recruited through enrollment in "Nursing Care Provider 1" course

**Consent:** Informed consent obtained during Pre-Assignment discussion one week prior to implementation

#### Intervention 1: Contact Education Seminar

Transgender healthcare education delivered simultaneously with transgender speakers' lived experiences.

#### Education topics included:

- Understanding Transgender People and Their Health Needs
- Patient-Centered Healthcare and Communication Strategies
- Tips for Promoting Positive Communication with Transgender People.

#### Intervention 2: Clinical Simulation Video

Apply and practice knowledge gained from course lectures and seminar  
Simulation video follows a transgender client's experience in a primary care setting and interactions with staff

#### Simulation Objectives

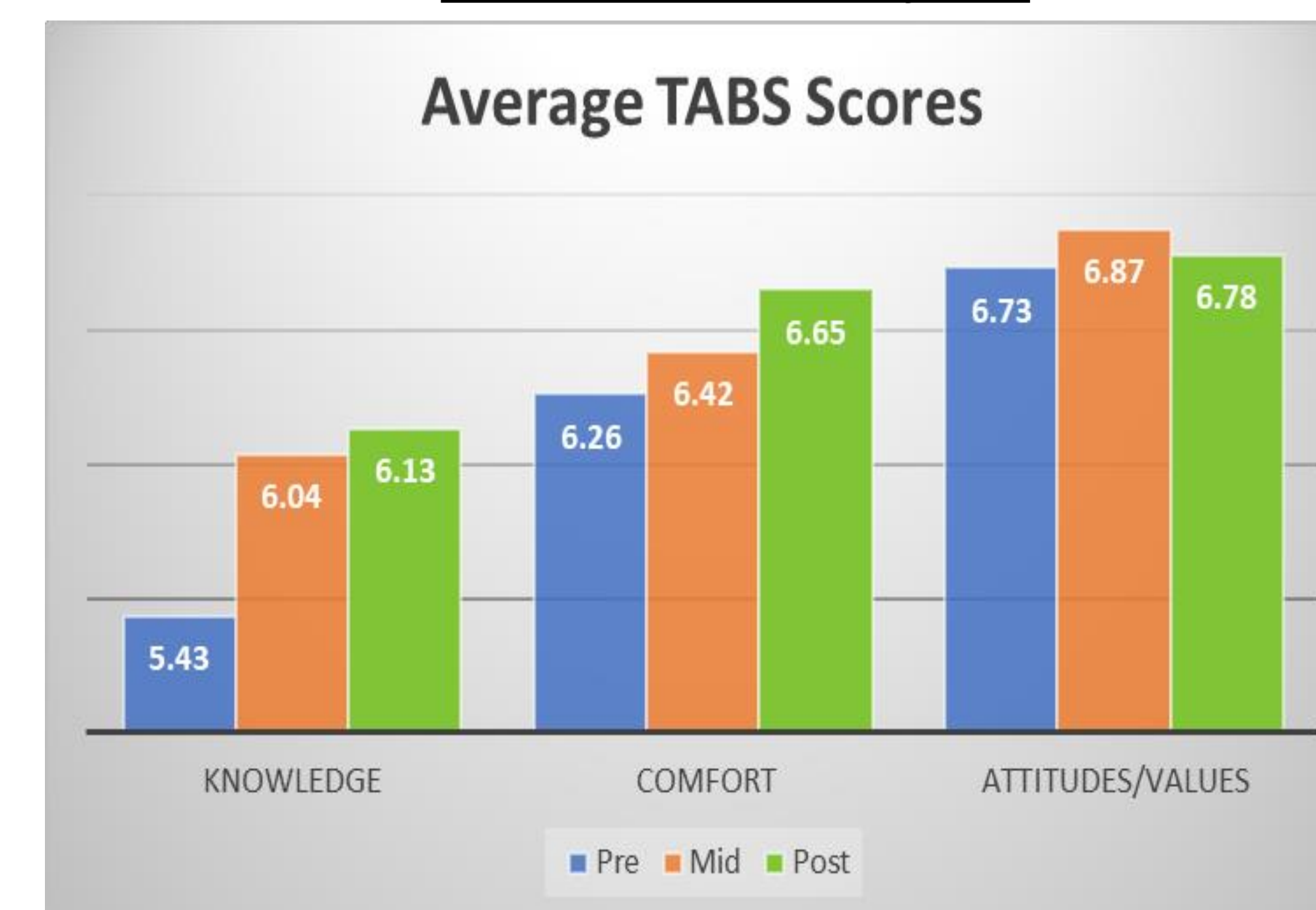
- The student will demonstrate therapeutic communication skills with the patient
- The student will recognize and demonstrate behaviors that create a safe, welcoming and professional working environment
- The student will demonstrate effective communication within the context of interprofessional collaboration

### Results

#### Measures:

- Knowledge, attitudes, and comfort using the Transgender Attitudes and Beliefs Scale (TABS)
- 3-point collection at Pre, Mid and Post-interventions.
- TABS is divided into 3 categories:
  - Interpersonal comfort
  - Knowledge (Sex/gender beliefs)
  - Attitudes (Human value)

#### Quantitative Analysis:



**Knowledge and Comfort levels were only significantly increased after completion of both interventions**

#### Qualitative Analysis:

##### Key Themes Pre-Implementation:

- Avoid indirectly "**Offending**" Transgender Individuals
- How to Make Transgender Individuals feel "**Comfortable**"
- "**Understand**" What it Means to be Transgender
- How to Use The Correct "**Pronouns**" During Care

##### Key Themes Post-Implementation:

- "**Confident**" And "**Comfortable**" When Providing Care
- More "**Prepared**" and "**Knowledgeable**" to Care for Transgender Individuals
- Learned About "**Barriers**" Faced by The Transgender Community
- Learned How to "**Ask / Use Personal Pronouns**"
- Liked the "**Simulation**" Experience

### Discussion

Findings support research suggesting multiple education methods are effective to positively impact practice:

- Statistically significant improvement in Knowledge and Comfort levels only after both interventions applied
- Attitudes and Values remained relatively positive throughout
- Students self-identified learning needs and knowledge deficits.
- Students expressed overall support of combined learning methods, with an emphasis on clinical simulation

Project methods and findings support the implementation of transgender education into baccalaureate nursing curricula to promote trans-affirmative care.

### Implications

**Education:** Formally integrate multi-method transgender education into prelicensure programs and health care organizations' curricula  
**Clinical Practice:** Building foundation to provide trans-affirmative care. Create change agents to affect future practice & improve care provided.

**Healthcare Policy:** Aligns with **primary prevention goals** of Affordable Care Act for innovative health care delivery methods to lower costs. A cost-efficient education program that targets primary prevention, promotes positive patient outcomes and proper healthcare utilization

**Economic:** Reduce inappropriate health care usage and associated costs. Project intervention resources are easily replicated, readily available and free to use.

#### Conclusion

The Multi-Method Education Program:

- Addresses the education gap at RUSON
- Meets the needs identified by participants
- Increases knowledge surrounding the Transgender Community
- Improves comfort levels after simulated learning

### References

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