Improving LGBT Cultural Competence in Senior Nursing Students

Significance of the Problem

- LGBT (lesbian, gay, bisexual, transgender) health care is considered a national priority by The Institute of Medicine (IOM, 2011), the Agency for Healthcare Research and Quality (2012) and HealthyPeople 2020 (2013).
- The shortage of LGBT culturally competent health care providers is a top contributor to the oppression and discrimination affecting LGBT health (2013).

PICOT

- Does a multi-faceted educational intervention including a lecture, panel discussion, and role-play activity each lasting 50 minutes, improve the cultural competence, particularly the knowledge, attitudes, and skills, of undergraduate nursing students regarding LGBT individuals compared to their cultural competence before this intervention over a one-week time frame?

Review of Literature

- Key Terms: education, teaching, nurse, students, lesbian, gay, transgender, homosexual, LGBT, GLBT, cultural competence
- Inclusion Criteria: peer reviewed, published between 2006-2016, written in English, provided recommendations for educational strategies to improve cultural competence, interventions feasible for the classroom setting, evaluation assessed more than knowledge
- Exclusion Criteria: intervention not directed towards graduate students, faculty members, LGBT patients, LGBT nursing students, or institutional or organizational changes, could not be specific to a single aspect of LGBT health

<table>
<thead>
<tr>
<th>Database</th>
<th>Results</th>
<th>Duplicates</th>
<th>Reviewed</th>
<th>Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valpo Scholar</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>JBI</td>
<td>29</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cochrane</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Guideline.gov</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cinhilt</td>
<td>264</td>
<td>0</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>ProQuest</td>
<td>298</td>
<td>2</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Medline via Ebsco</td>
<td>507</td>
<td>7</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Medline via PubMed</td>
<td>178</td>
<td>5</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Health Source</td>
<td>214</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Web of Science</td>
<td>70</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>ERIC via Ebsco</td>
<td>371</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Google</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>2</td>
</tr>
<tr>
<td>Citation Chase</td>
<td>NA</td>
<td>NA</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

Evidence Summary

<table>
<thead>
<tr>
<th>Levels of Evidence</th>
<th>Included</th>
<th>Quality</th>
<th>Designs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>4</td>
<td>A (2)</td>
<td>Clinical guidelines (1), Systematic review (1), Meta-analysis (2)</td>
</tr>
<tr>
<td>III</td>
<td>3</td>
<td>A (2)</td>
<td>Quasi-experimental (3)</td>
</tr>
<tr>
<td>VI</td>
<td>2</td>
<td>B (2)</td>
<td>Mixed-method (1), Descriptive survey (1)</td>
</tr>
<tr>
<td>VII</td>
<td>5</td>
<td>A (4)</td>
<td>Literature review (3), Expert opinion (2)</td>
</tr>
</tbody>
</table>


Decision to Change Practice

- Best Practice Recommendation: A mixed-method approach to improve knowledge, attitudes, and skills of health care providers should include
  - Formal educational strategies
  - Contact with members of a cultural group
  - Interactive experiences
- Practice Change:
  - Initiate a cultural competence educational intervention with senior nursing students
  - Utilize a multi-method educational strategy including a PowerPoint lecture, panel discussion between nursing students and members of the campus LGBT community, and role-play activity between nursing students and LGBT group members.
  - Assess students based on knowledge of LGBT health issues, attitudes towards individuals identifying as LGBT, and skills working with patients identifying as LGBT using a pretest/post-test design

Implementation

- Sample: 78 senior baccalaureate nursing students
- Setting: private midwestern university
- Design: pretest/post-test
- Tool: Knowledge, Attitudes, and Skills Questionnaire
- Theoretical Framework: The Purnell Model for Cultural Competence
- Evidence-Based Practice Model: Model for Evidence-Based Practice Change
- Practice Change:
  - Day 1: 50-minute class period included introduction to the project, implementation and collection of pretest, and lecture with PowerPoint on LGBT health issues
  - Day 2: 50-minute class period included panel discussion between nursing students and members of the campus LGBT group
  - Day 3: 50-minute class period included role-play activity between small groups of nursing students and members of the campus LGBT group. Implementation and collection of post-test

Synthesis of the Evidence

- Samples: nursing students, nurses, medical students, pharmacy students
- Outcomes:
  - All studied educational interventions improved participant cultural competence
  - No single strategy is better than another, or can improve all aspects of cultural competence
  - Aspects of cultural competence are most often delineated: knowledge, attitudes and skills
  - Using multiple educational strategies improves several aspects of cultural competence
  - Bartos et al., 2014; Brennan et al., 2012; Gallagher & Polanin, 2015; Kelley et al., 2008; Lim et al., 2013, Long 2012; Sales et al., 2013

Evaluation

- Demographic Characteristics: birth sex, gender identity, sexual orientation, racial group, religion, age
- Knowledge, Attitudes, and Skills Tool: Combination of original items and items found in the literature. Included 24 items divided into three subscales
  - Knowledge: 8 True/False items
  - Attitudes: 8 items on 5-pt. Likert scale (1 = strongly agree to 5 = strongly disagree)
  - Skills: 8 items on 5-pt. Likert scale (1 = strongly agree to 5 = strongly disagree)

Outcomes

- Demographic Characteristics: no significant differences pretest to post-test. The sample was homogeneous across all characteristics, most notably in gender and sexual orientation compared to the general population.

Knowledge (p = .000)

- Significant increase in correct answers to True/False items from pretest to post-test indicating an increase in knowledge
- Attitudes (p = .000)
  - Significant decrease in mean Likert scores from pretest to post-test indicating an increase in positive attitudes
- Skills (p = .000)
  - Significant decrease in mean Likert scores from pretest to post-test indicating an increase in skills

Conclusions and Recommendations

- A multi-method approach including a PowerPoint lecture, panel discussion, and role-play activity creates statistically significant improvement in the cultural competence of nursing students towards LGBT individuals in regards to their knowledge of LGBT health issues, their attitudes towards individuals identifying as LGBT, and their skills in working with LGBT patients
- Nursing programs should adopt this type of intervention in order to address the health disparities suffered by this population. Improving the LGBT cultural competence of nursing students will increase the numbers of future health care workers prepared and willing to provide quality care to LGBT patients

Acknowledgements: Dr. Brandy, advisor; Professor Migler, site facilitator; LGBT group members; and nursing student participants