Family Nurse Practitioner Students’ Knowledge, Attitudes, & Self-Efficacy In The Care Of LGBT Patients In The Primary Care Setting

Jacki Karlin, MSN, RN, DNP Student

Introduction
Lesbian, gay, bisexual, and transgender (LGBT) persons have a long history of being marginalized in the United States. Quality healthcare should be available to all members of the population with equivalent skill applied regardless of social status. It is critical for the U.S. healthcare system to design methods to ensure that health care inequities are eliminated amongst all minority populations, including the LGBT population. Professionals working in the community and healthcare providers have an ethical, moral, and professional responsibility to help eliminate the disparities that exist within the LGBT population.

Diversity, Inclusion, & Equity in Academic Programs

Methods
Purpose of the Study
While healthcare and governmental regulators have called for improved care for this minority population in an effort to decrease disparities, schools of nursing have been slow to adapt. The college of nursing has identified this topic as an area of weakness in curriculum design. Recent publications indicate not only a continued lack of knowledge but a decreased sense of confidence when caring for this population.

Research Question
Does completing an evidence-based, self-paced online learning module regarding primary care and specific health risks of the LGBTQ population improve attitude and self-efficacy among advanced practice nursing students at a Midwest University?

Theoretical Framework
Albert Bandura’s Self-Efficacy Theory is the framework of this investigation. Self-efficacy is one’s personal belief in their ability to effectively perform a specific task. When one achieves self-efficacy, their performance is enhanced and their emotional arousal (fear, anxiety, concern) is decreased.

Self-Efficacy: Overall, how comfortable were you in addressing the healthcare needs of your LGBT clients? (this question is only answered if the student identified having cared for any LGBT clients in the clinical setting)

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Student Knowledge: There were no statistically significant differences between pre and post surveys, however some movements were noted. Please indicate the extent to which you agree or disagree with each of the following statements:

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Attitudes: There were no statistically significant differences between pre and post surveys, however differences were noted. Please indicate the extent to which you agree or disagree with each of the following statements:

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Limitations
LGBTQ health was integrated into the courses and may have impacted the sample size. The sample consisted of both part-time and full-time students that took courses during different timeframes and potentially by different instructors. There is the possibility that different information regarding LGBTQ health was integrated into the courses and may have impacted pre-test scores.

Recommendations
Continued research into the most effective methods to provide this education and experience is yet to be identified. Results from this survey indicate different suggestions for incorporation into the curriculum.

Conclusions
As a pilot initiative to enhance the curriculum of the DNP program of this University, the statistical analysis is incomplete due to the small sample size. However, the non-significant findings still demonstrate improvement in areas of knowledge, attitudes, and self-efficacy of the participants.

References

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