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Implementing a High-Fidelity Transgender Patient Simulation in Undergraduate Nursing

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Implementing a High-Fidelity Transgender Patient Simulation in Undergraduate Nursing

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Poster presented at the 2024 Spotlight on Scholarship at the University of Nebraska Medical Center, Omaha, Nebraska.

Abstract

Purpose: The purpose of this study was to evaluate the knowledge and attitudes of nursing students participating in a high-fidelity transgender patient simulation. The aims were to increase student knowledge and confidence, improve communication skills, and provide more inclusive and equitable care. Healthcare providers are not adequately prepared to manage the unique health needs of the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community. Nurses are ideally positioned to address gaps in LGBTQ healthcare by providing culturally competent care. Currently, LGBTQ health education is lacking in most undergraduate nursing school curricula. **Methods:** 62 undergraduate nursing students participated in a post-surgical transgender patient simulation using a high-fidelity mannequin. Students completed pre-clinical course work including a brief video depicting interactions between healthcare providers and gender queer folk and a pre simulation survey. Following the high-fidelity mannequin simulation, students completed a post simulation survey aimed at assessing students' knowledge, attitude, and beliefs about LGBTQ patients. Pre- and post-survey scores will be compared using a paired t-test. Nursing faculty were also asked to complete a short questionnaire evaluating the perceived effectiveness of the transgender patient simulation. **Results:** Results of the pre-simulation survey showed 81 % of nursing student harbored favorable attitudes towards transgender individuals. Preliminary post simulation survey results indicate students increased their confidence and capability to care for transgender individuals. Nursing faculty responded positively towards the transgender patient simulation and expressed intent to utilize the simulation in future semesters. **Conclusion:** Integrating a high-fidelity transgender patient scenario in undergraduate nursing curriculum via stimulation has been shown to increase gender-affirming cultural competency among nursing students. The LGBTQ population needs knowledgeable and competent providers to improve patient outcomes and quality of care. As such, nursing students need further instruction and education about LGBTQ health.

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