Transgender Health Care Needs: Can we improve the care of our LGBTQIA patient population?

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BACKGROUND
- As the term “transgender” becomes more common, it is imperative that nurses clearly understand its meaning (Carabez, 2015).
- It is an important topic that is becoming increasingly visible due to social media and new state and federal policies (Bonvicini, 2017).
- Differences between gender and sexuality is not clear or well understood.
- The LGBTQIA (lesbian, gay, bisexual, transgender, queer, intersex and asexual) population often feel discriminated against & may avoid seeking health care (Chipkin, 2017).
- Disparities in the care of the LGBT patient are well documented and present challenges to clinical care (Sawning, 2017).

PURPOSE
- **Goal**
  - To determine the education that is needed for the treatment of the LGBT population in the ECC (Emergency Care Center).
- **Research Questions**
  - What is the staff knowledge and perception of the transgender health care needs?
  - What is the effect of education on knowledge and perceptions of transgender health care needs?

METHODS
- **Setting**
  - ECC of St Joseph Hospital of Orange (SJO)
- **Sample**
  - RNs & ancillary staff working in the ECC
- **Instruments** - pre and post education
  - Demographics
  - Evaluation (Sawning, 2017)
    - Knowledge survey with 11 items
    - Attitude survey with 16 items measures attitudes regarding LGBT patients & clinical skills
- **Procedure**
  - Email staff with an invitation to participate via Survey Monkey
  - Education was provided:
    - 4 educational posters
    - Mandatory Health Stream education
  - Pre survey N= 38; Post survey N=17
  - Differing percentages of RNs (82% pre; 65% post) & males (23% pre; 47% post) completed pre/post surveys
  - Knowledge items 54% increased; 46% decreased
    - Greatest increase related to physiologic risks post surgery
    - Greatest decreases in history taking and psychosocial risks
  - Attitudes predominately not effected by education except for perceived challenges with GU exam (63% agree pre; 47% agree post)

RESULTS AND OUTCOMES
- Knowledge deficits more pronounced with PCT staff
- Ongoing education is necessary to address knowledge deficits of staff

FURTHER RESEARCH / IMPLICATIONS FOR PRACTICE
- Mandatory education should be provided to all health care professionals who provide care to the LGBTQIA patient
- Additional research is needed to identify variables that impact attitudes toward providing care to the LGBTQIA population

CONCLUSIONS / DISCUSSION
- Making education mandatory ensured exposure of all staff
- Knowledge deficits more pronounced with PCT staff
- Ongoing education is necessary to address knowledge deficits of staff

REFERENCES
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