



**Successfully
Integrating the Needs
of the
LGBTQIA+ Population
Into the Nursing
Education Curriculum**

**Justin Fontenot DNP RN NEA-BC
University of Louisiana at Lafayette**

Presentation Aims

By the end of this presentation, attendees will

- Understand why education is critical.
- Understand LGBTQ disparities
- Learn how to evaluate their current curriculums
- Learn how to implement concepts into their daily teaching or practice.

Health Science Education is Critical

Gallup Poll Trends:

- In 2021, the Gallup Poll indicated that people who identify as something other than heterosexual rose to an all-time high of 7.1% (Jones, 2022).
- This is doubled from the first time Gallup measured this in 2012.
- 7.1% of 331.9 million (2021 US population) is approximately 23.5 million people.

Americans' Self-Identification as LGBT, by Generation

	LGBT	Straight/Heterosexual	No response
	%	%	%
Generation Z (born 1997-2003)	20.8	75.7	3.5
Millennials (born 1981-1996)	10.5	82.5	7.1
Generation X (born 1965-1980)	4.2	89.3	6.5
Baby boomers (born 1946-1964)	2.6	90.7	6.8
Traditionalists (born before 1946)	0.8	92.2	7.1

Health Disparities Persist

autism spectrum disorder, revealing compounded health disparities and inadequate healthcare support for LGBTQ+ individuals with ASD.



The Role of the Educator

- We are the gatekeepers of knowledge.
- We have an ethical obligation to include content in our teaching.
- We have an obligation to encourage other educators to include content in their teaching practice.
- Ultimately, this is how we close disparities.
- The National Academy of Medicine, in its Future of Nursing (2020-2030) report, calls for nurse educators to improve their curriculum and teaching practices to achieve health equity.
- NAM also emphasizes the role of the nurse in closing health disparity gaps.



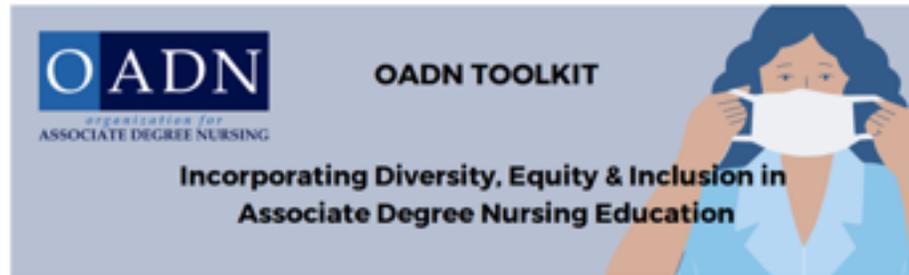
What can Educators Do?

- Assess their courses for equity in concepts.
- Incorporate content into classroom activities, including content on implicit bias and discrimination.
- Advocate for college-wide curricular changes.
- Have LGBTQIA+ people involved in curricular committees.
- Create task forces to create equity throughout the college.
- Allow for respectful conversations and discussions.
- Incorporate concepts into simulation and assessment.

Resources for the Educator

DEI Toolkit

DEI Toolkit – From OADN



Implemented August 2023

I. Introduction

Representing the over 1,100 associate degree nursing programs across the country, the Organization for Associate Degree Nursing (OADN) is the national voice and a pivotal resource for community college nursing education and the associate degree pathway. We work to expand networks that promote leadership, collaboration, and advocacy to further enrich nursing education and the communities we serve.

OADN is invested in advancing diversity, equity, and inclusion (DEI) in the profession of nursing and in nursing education. The Associate Degree Nursing (ADN) nurse is charged with threading diversity, equity, and inclusion in the professional practice. We believe the ADN nurse holds the key to making the future of nursing safe and equitable for all patient populations, nursing students, and educators of all backgrounds.

II. Purpose

Assessment Tool

Key Elements	Course Descriptions	Objectives (ELO)	Assignment Descriptions	Assignment Titles	In the Syllabi	Totals
Race						
Nationality						
Religion						
Culture, cultural background, cultural humility, ethnicity						
Age, older adult						
Sexual orientation, LGBTQIA+, gender, gender identity						
Veteran, veteran status						



A Tool for Implementation

Step 2: Implementing DEI concepts into the curriculum.

Once the assessment is completed and gaps are identified, the next step is the implementation of DEI concepts into the nursing curriculum. Here are some key steps to consider:

- **Establish Clear Goals and Objectives:** Based on the gaps identified, establish clear, measurable goals and objectives for integrating DEI into the curriculum. Make sure these align with the overall educational objectives of the nursing program.

Suggested Resource: [Knowledge, skills, and attitudes about diversity, equity, and inclusion among nurse educators - ScienceDirect](#)

- **Curriculum Design/Redesign:** Develop or revise course content to include DEI principles. This could involve developing new courses focused on DEI, integrating DEI content into existing courses, or both. A few areas that could be covered include culturally competent care, health disparities, social determinants of health, and unconscious bias. This recent (open access) study provides the results of a national ADN faculty survey demonstrating the curricular gaps in ADN programs. These are also great areas to evaluate for implementation.

Study Link: <https://www.sciencedirect.com/science/article/pii/S1557308722001445>

- **Teaching Methods:** Consider using diverse teaching methods that cater to different learning styles and cultural backgrounds. This can include the use of case studies, role play, simulations, group projects, community-based projects, and online learning. Ensure that all teaching materials (e.g., case studies, images) reflect diversity.

Suggested Resource: [Inclusive Teaching Guide / Columbia CTI](#)

- **Faculty Training and Development:** Faculty must have the skills and knowledge to teach DEI concepts effectively. Provide professional development opportunities such as workshops, seminars, or courses on DEI.

Suggested Resource: [Free Diversity And Inclusion Training Courses: 8 to Consider \(getimaactly.com\)](#)

- **Student Support Services:** Ensure support services are inclusive and available to all students, considering diverse needs. This might involve enhancing language support

Free Access to the Toolkit

[https://oadn.org/resource/
incorporating-diversity-equity-
inclusion-in-associate-degree-nursing-
education/](https://oadn.org/resource/incorporating-diversity-equity-inclusion-in-associate-degree-nursing-education/)



Questions & Answers



References

- Fredriksen-Goldsen, K. I., Romanelli, M., Jung, H. H., & Kim, H.-J. (2023). Health, economic, and social disparities among lesbian, gay, bisexual, and sexually diverse adults: Results from a population-based study. *Behavioral Medicine*, 1–12. <https://doi.org/10.1080/08964289.2022.2153787>
- Hall, J. P., Batza, K., Streed, C. G., Boyd, B. A., & Kurth, N. K. (2020). Health disparities among sexual and gender minorities with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 50(8), 3071–3077. <https://doi.org/10.1007/s10803-020-04399-2>
- Holt, N. R., Eldridge-Smith, E. D., Griffin, J. A., Stepleman, L. M., Drescher, C. F., & Casanova, T. (2023). Differences in health care access, utilization, and experiences among lgbtq+ subgroups in the southern united states. *Family & Community Health*, 46(1), 58–68. <https://doi.org/10.1097/FCH.0000000000000340>
- Jones, J. (2022, February). LGBT Identification in U.S. Ticks Up to 7.1%. Gallup. <https://news.gallup.com/poll/389792/lgbt-identification-ticks-up.aspx>