

Beliefs and Behavior of Nurses Providing Healthcare Services to Gay and Lesbian Individuals

Michelle Morgan, DNP, RN, ANP-BC

Faye Gary, EdD, RN, FAAN, Committee Chair
Professor Nursing Frances Payne Bolton School of Nursing

Marilyn Lotas, PhD, RN, FAAN, Committee Member
Professor Nursing Frances Payne Bolton School of Nursing

Melanie Brewer, DNS, RN, FNP-BC, FAANP, Committee Member
Network Director of Nursing Research, HonorHealth



HONORHEALTH®



Purpose

To assess nursing beliefs and behavior when providing healthcare services to gay and lesbian individuals using the Gay Affirmative Practice (GAP) scale.

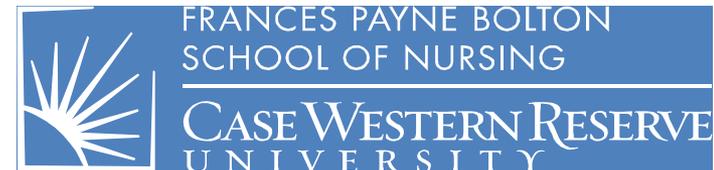


Background

- LGBT- not a single group or population
- Healthy People 2020
- Health Disparities
- Nursing and sexual orientation and gender identity questions



HONORHEALTH®

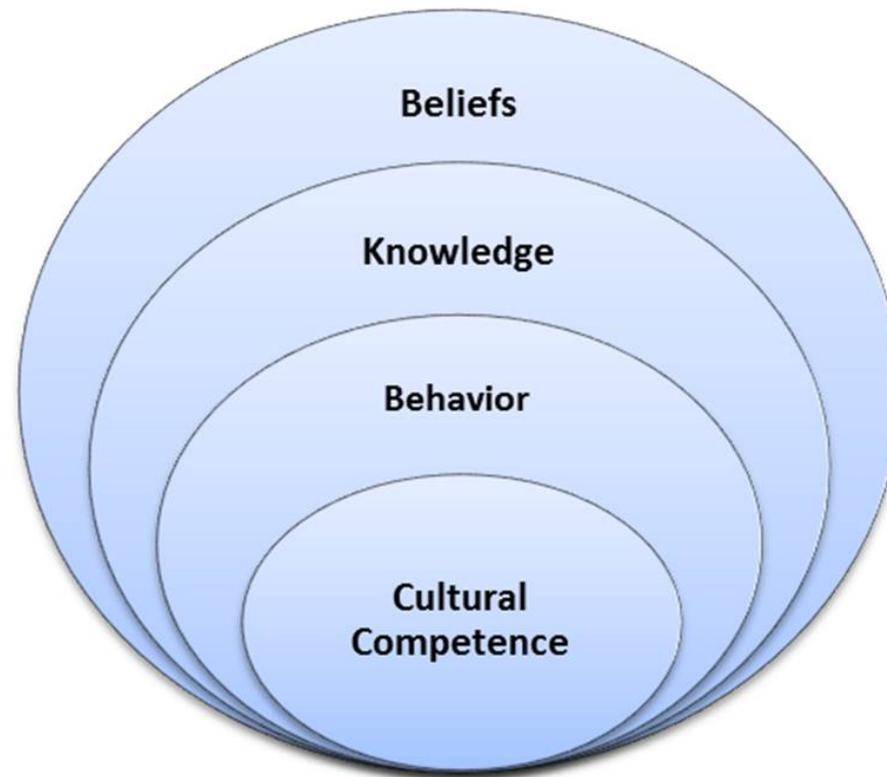


Significance

- Provides opportunity for nurses to reflect on the potential impact of their beliefs on to their behavior with lesbian and gay patients
- Change- with same-sex marriage legal in the United States, nurses will have patients and families who are openly gay
- Policy and Law are changing rapidly, but public opinion, beliefs and behaviors may not be (Chapman et al., 2011)



Conceptual Framework: A Model for Nursing Gay Affirmative Practice



Adapted from "Gay Affirmative Practice Scale (GAP): A new measure of assessing cultural competence with gay and lesbian clients," by C. Crisp, 2006, *Social Work Education*, 51(2), p.117.

Research Questions

Research Question One:

What are the demographic characteristics (e.g., age, gender, ethnicity, education level, and years of employment) of nurses who provide healthcare to lesbian and gay individuals?

Research Question Two:

What are the beliefs and behavior of nurses who are employed in a hospital system in the Southwestern region of the United States as determined by the Gay Affirmative Practice Scale?

Research Question Three:

What percentage of nurses reported they could benefit professionally from a course in cultural competence in the care of LGBT?



Nursing Practice, Research & Policy

Assessing your beliefs and behavior working with lesbian and gay individuals is a first step in becoming culturally competent.

This is one of the first research studies to assess registered nurses' Gay Affirmative Practice with potential lesbian and gay patients.



Methods

- Descriptive non-experimental design
- Urban setting, multiple sites, 3,500 nurses
- Convenience sample
- Anonymous Qualtrics survey



Survey Instruments

- Demographic Survey
- Gay Affirmative Practice Scale (30 items)
 - Belief Domain (15 item)
 - Behavior Domain (15 item)



Data Analysis

- Frequencies and percentages of the demographics
- Mean scores of the GAP scale
- Percent of willingness to take a cultural competence course



Research Question 1: Demographic Results

70 survey responses in varying degrees of completion
89% were female, 91% Caucasian, 90% heterosexual, 84% Christian, average age 49
40% BSN and 36% MSN;
71% have a nursing certification;
86% have friend or family member who is gay or lesbian
71% had a cultural competence class in nursing school
61% perceived a cultural competence course would benefit them professionally



Research Question 2: GAP Score Results

- GAP scores (n = 61)
 - Mean GAP score was 110
 - Range of 36 (n=1) to 150 (n=1)
 - 19 GAP scores below 100, 3 below 75
- Mean Belief score of 63 (n=65)
 - Range 21-75
- Mean Behavior score of 49 (n=63)
 - Range 15-75



Research Question 3: GAP scores with past cultural competency course and perceived benefit of course

Previous Course	Perceived Benefit	n	Score Range
• Yes	Yes	32	70–150*
• Yes	No	20	36–140
• No	Yes	11	97–146**
• No	No	7	82–127**

Note: * Five respondents had no GAP scores. **One respondent had no GAP score.

61% of respondents perceived a professional benefit in a cultural competence course

Years of Experience; Friend or Family LGBT; and GAP score ranges

<u>Years</u>	<u>Yes</u>	<u>No</u>
0–5	0–110 (3)	140 (1)
5–10	82–132 (8)	0–119 (3)
11–15	36–120 (7)	NA*
16–20	0–130 (9)	NA*
21–25	0–146 (10)	99 (1)
26–30	66–134 (5)	101 (1)
31–35	67**–150 (7)	70–89 (3)
> 35	0–142 (11)	111 (1)



Note. *All the respondents in the ranges of 11–15 and 16–20 had a friend or family member who identifies as LGBT; therefore there are no GAP score ranges in the section where the respondent does not have a friend or family member who is LGBT. **Only answered the belief domain questions.

Recommendations and Discussion

- **Provide education for nurses in the system**
(Crisp 2006; Dinkel et al., 2007; Mayer, et al., 2008; Makadon, et al., 2015; Røndahl, 2011; & Sirota, 2013)
 - Conduct a pre-post test analysis of effectiveness of education
- **Repeat study on a national level- with nurses from non-Caucasian nurses**
- **Develop a nurse evaluation of belief and behavior, which is inclusive of bisexual and transgender** (Strong & Folse , 2015)
- **Work with the Chief Nursing Informatics Officer to get sexual orientation and gender identity questions into the electronic medical record** (IOM, 2011; TJC, 2011)



References

- Chapman, R., Watkins, R., Zappia, T., Nicol, P., & Shields, L. (2011). Nursing and medical students' attitude, knowledge and beliefs regarding lesbian, gay, bisexual and transgender parents seeking healthcare for their children. *Journal of Clinical Nursing*, 21(7–8), 93–945. doi:10.1111/j.1365-2702.2011.03892.x
- Crisp, C. (2006). The Gay Affirmative Practice Scale (GAP): A new measure for assessing cultural competence with gay and lesbian clients. *Social Work*, 51(2), 115–126. doi:10.1093/sw/51.2.115
- Dinkel, S., Patzel, B., McGuire, M. J., Rolfs, E., & Purcell, K. (2007). Measures of homophobia among nursing students and faculty: A Midwestern perspective. *International Journal of Nursing Education Scholarship*, 4(1), article 24.
- Eliason, M. J., Dibble, S., & DeJoseph, J. (2010). Nursing's silence on lesbian, gay, bisexual, and transgender issues: The need for emancipatory efforts. *Advances in Nursing Science*, 33(3), 206–218. doi:10.1097/ANS.0b013e3181e63e49
- Fredriksen-Goldsen, K. I., Elmer, C. A., Kim, H., Muraco, A., Erosheva, E. A., Goldsen, J., & Hoy-Ellis, C. P. (2012). The physical and mental health of lesbian, gay male, and bisexual (LGB) older adults: The role of key health indicators and risk and protective factors. *Gerontologist*, 53(4), 664–675. doi:10.1093/geront/gns123
- Healthy People. (2013). *Lesbian, gay, bisexual, and transgender health*. Washington, DC: U.S. Department of Health and Human Services. Retrieved from <http://www.healthypeople.gov/2020/topics-objectives/topic/lesbian-gay-bisexual-and-transgender-health>
- Institute of Medicine. (2011, March 31). *The health of lesbian, gay, bisexual, and transgender people: Building a foundation for better understanding* [Report brief]. Washington, DC: National Academy of Sciences.
- Lambda Legal. (2010). *When health care isn't caring: Lambda Legal's survey on discrimination against LGBT people and people living with HIV*. Retrieved from <http://www.lambdalegal.org/health-care-report>

References

- Makadon, H. J., Mayer, K. H., Potter, J., & Goldhammer, H. (2015). *Fenway guide to lesbian, gay, bisexual, and transgender health* (2nd ed.). Philadelphia, PA: American College of Physicians.
- Mullins, M. H. (2012). The relationship of practice beliefs and practice behaviors among social workers with lesbian and gay clients. *Journal of Human Behavior in the Social Environment*, 22, 1050–1064. doi:10.1080/10911359.2012.707959
- The Joint Commission. (2011). *Advancing effective communication, cultural competence, and patient- and family-centered care for the lesbian, gay, bisexual, and transgender (LGBT) community: A field guide*. Oakbrook Terrace, IL: The Joint Commission.
- Röndahl, G. (2011). Heteronormativity in health care education programs. *Nurse Education Today*, 31(4), 345–349. doi:10.1016/j.nedt.2010.07.003
- Sirota, T. (2013). Attitudes among nurse educators toward homosexuality. *Journal of Nursing Education*, 52(4), 219–227. doi:10.3928/01484834-20130320-01
- Strong, K. L., & Folse, V. N. (2015). Assessing undergraduate nursing students' knowledge, attitudes and cultural competence in caring for lesbian, gay, bisexual and transgender patients. *Journal of Nursing Education*, 54(1), 45–49. doi:10.3928/01484834-20141224-07



Questions

