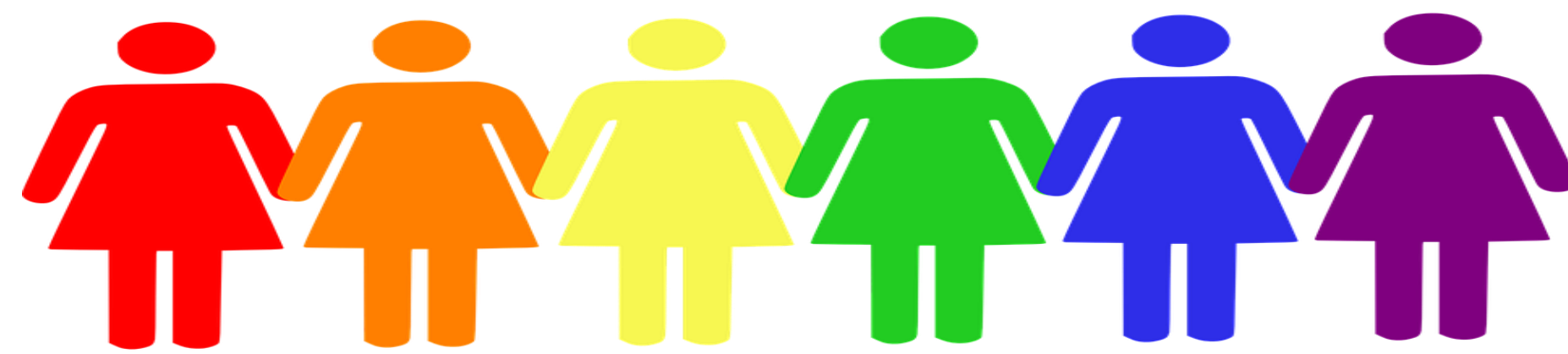


Implementation of a Quality Improvement Project to Improve Care of LGBTQ Patients

Tresha E. Williams DNP, APRN, AGACNP-BC & Toriquic J. Dunkley DNP, APRN, AGPCNP-C

Purpose

The purpose of this project was to illustrate best implementation practices for the improvement of inclusive care; when caring for the LGBTQ patient



Background

- ❖ Approximately nine million people identify as LGBTQ
- ❖ LGBTQ patients are a vulnerable group of people and are at a higher risk of developing cancer, smoking, alcohol, drug use, and obesity
- ❖ Individual who identify as LGBTQ are also at a higher risk for mental health related disorders
- ❖ Educational training of health care providers will improve knowledge and skills in the care of LGBTQ patients
- ❖ Educational programs lack training in delivering culturally competent care for Registered Nurses and Nurse Practitioners

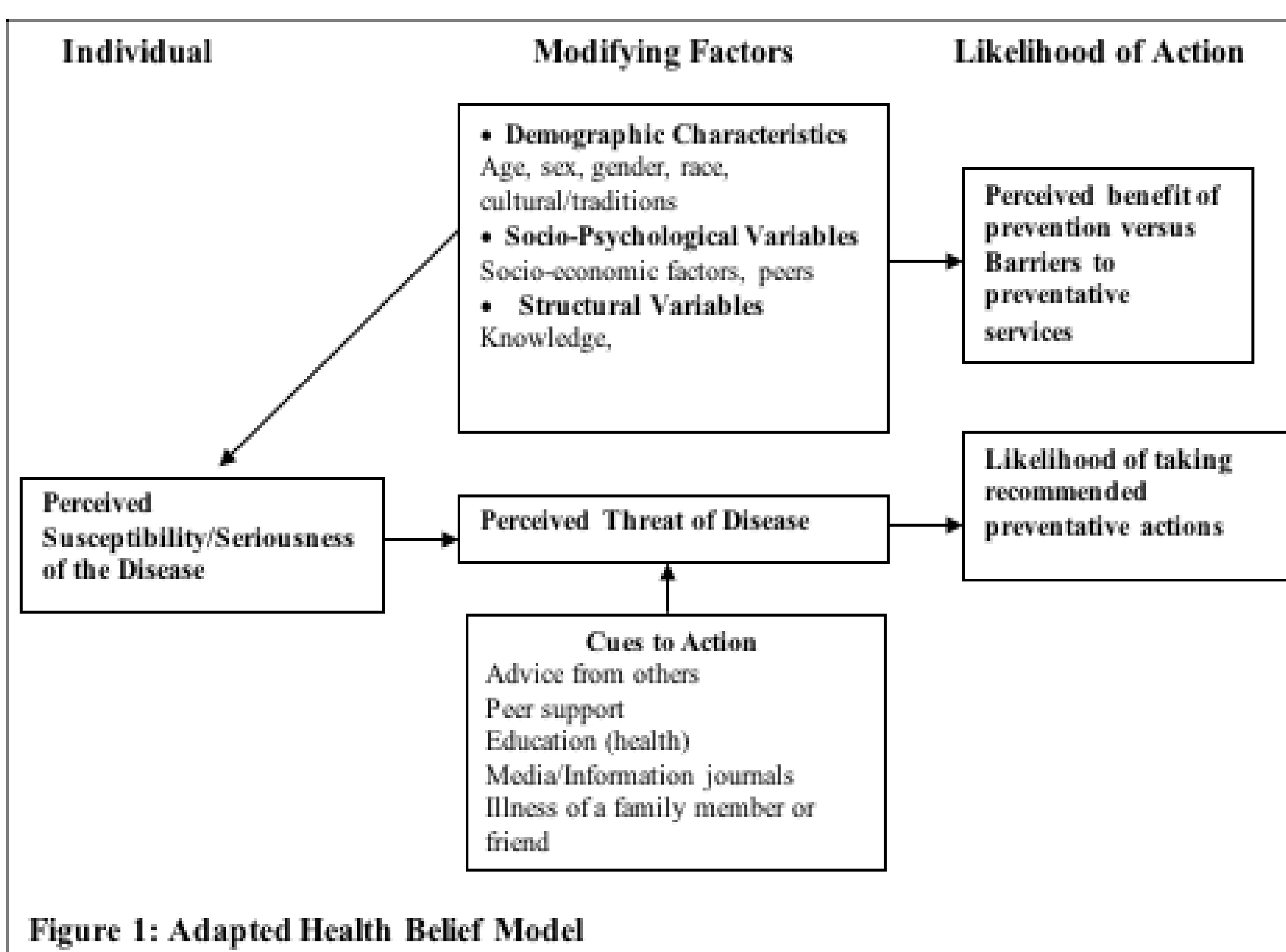


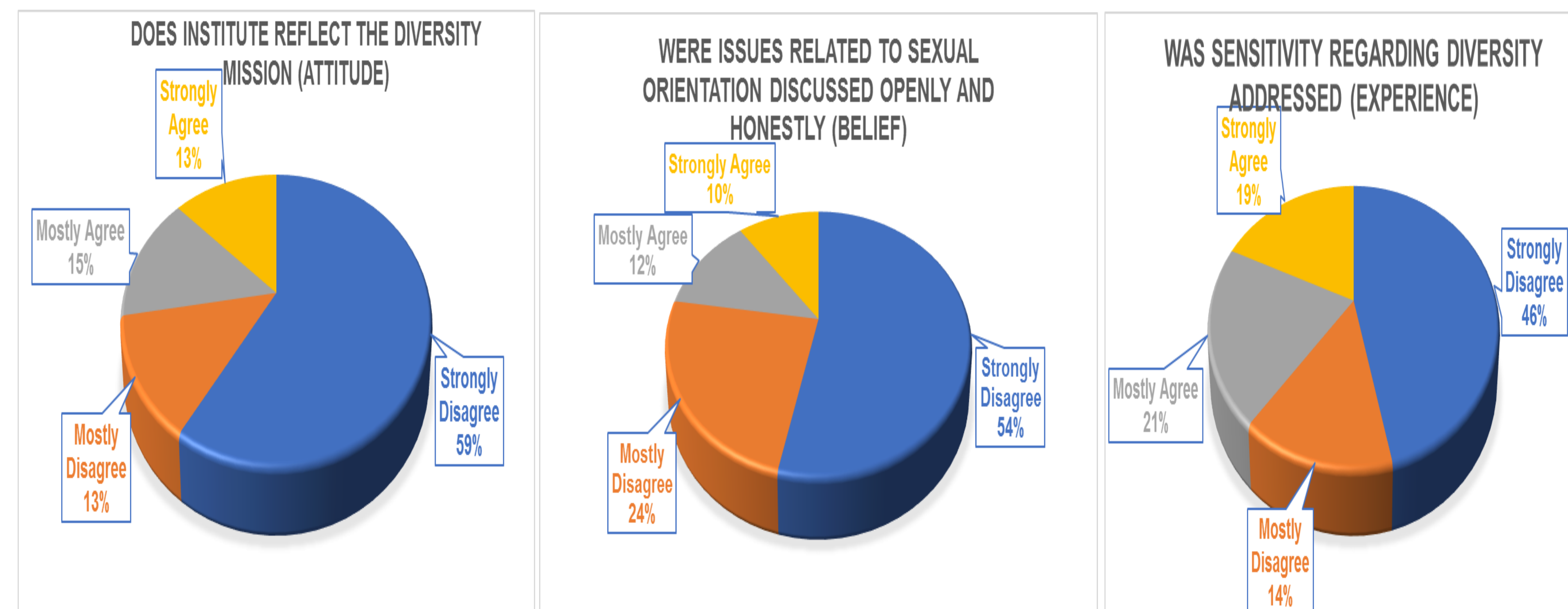
Figure 1: Adapted Health Belief Model

- ❖ The Health Belief Model was selected as a theoretical framework for this project because it is one of the most effective models of health education that mainly focuses on providing access to quality care

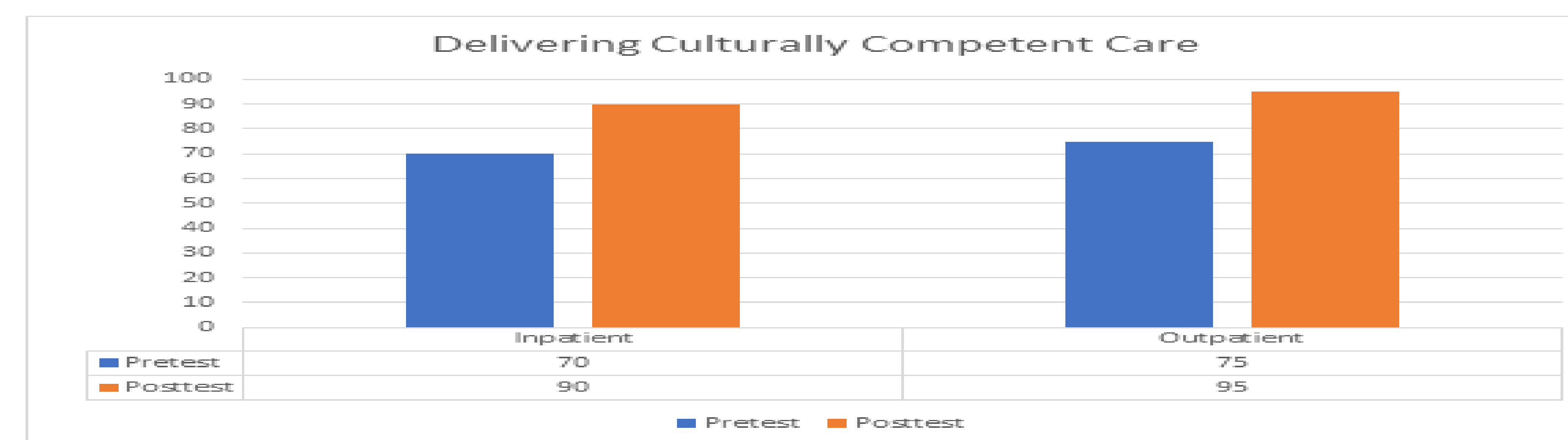
Setting and Sample

- ❖ **Inpatient- 23-Hour Clinical Transition Unit.** This institution is a faith-based, non-profit healthcare system.
- ❖ 70 Staff Registered Nurses (RNs) and 4 Nurse Practitioners (NPs)
- ❖ **Outpatient Neurological Clinic-Private Practice Organization**
- ❖ 15 Registered Nurses and 8 Nurse Practitioners

Results



- ❖ The DMEQ assessed the attitudes, beliefs, and experiences pertaining to multicultural matters. The overall results of this survey reveals the negative attitude, belief, and experiences related to the LGBTQ patients. This graph demonstrates the percentage of Registered Nurses and Nurse Practitioners at an Inpatient and Outpatient institution that do not feel the diversity mission is incorporated in the institutions mission.
- ❖ Chi-square test: The null is rejected-There is a very strong evidence to support the fact that licensed nurses disagree that a positive attitude, belief, or experience related to diversity mission is evident at each facility.



- ❖ 92 of the 97 participants completed both the pre and posttest
- ❖ Inpatient scores Pretest 70% and Post Test 90%
- ❖ Outpatient scores Pretest 75% and Post Test 95%

Methods

- ❖ A Diversity Mission Evaluation Questionnaire was administered on both units to assess the attitudes, beliefs, and experiences related to multicultural awareness utilizing 4-point Likert Scale
- ❖ Structure education training program utilizing evidence-based knowledge was developed on the care of LGBTQ patients and was administered on both units utilizing PowerPoint presentations and handouts.
- ❖ Post test was administered to RNs and NPs who attending education training
- ❖ Results were disseminated to unit leaders with improvement in knowledge and awareness in the care of LGBTQ patients
- ❖ PowerPoint information readily available on units as well as posters in high traffic areas on delivering culturally competent care to LGBTQ patients.

Discussion

Implications for Practice

- ❖ Scores related to inclusive care of LGBTQ patient were improved after training was provided
- ❖ Improved Knowledge and awareness on the Registered Nurse care of the LGBTQ patients based on results of posttest
- ❖ Results of Questionnaire discussed with unit leaders identifying the gaps and need for cultural competence training
- ❖ Health care professionals need training to properly care for this vulnerable group of patients.

Limitations

- ❖ Participants bias due to sensitive nature of information
- ❖ Limited availability of standardized instruments to utilized for implementation
- ❖ Limited time from implementation to evaluation

Recommendation

- ❖ Educational PowerPoint will remain at both units for review and serve as a reference for the staff
- ❖ Educational flyers on delivering culturally competent care for LGBTQ patients will be posted in both units.
- ❖ Approval to utilize educational training program in new hire process and yearly nurse competence training on the care of LGBTQ patients
- ❖ Continued education credit for all licensed staff at completion
- ❖ Further research should focus on the development of standardized instruments to measure competence in LGBTQ care.

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