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**Introduction**

- Sexual & gender minority (SGM) patients experience persistent healthcare disparities
- Nursing communication strongly influences patient trust & outcomes
- Education gaps remain across both pediatric & woman's care settings

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### Background & Rationale



- Implicit bias & limited education impact care delivery
- SGM patients report discomfort when assumptions are made
- Small communication missteps can significantly affect engagement

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### Needs Assessment Findings



- <30% of nurses had received formal SGM education
- Self-Rated confidence averaged 50-60%
- Over 80% requested additional training
- Common themes:
  - Fear of using incorrect pronouns
  - Discomfort initiating conversations
  - Desire for scripting & practical tools

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### Project Purpose & Objectives



#### Purpose

- Improve nurse knowledge, communication, & confidence when caring for SGM patients

#### Objectives

- Increase SGM-related knowledge
- Improve respectful communication skills
- Enhance nurse perception & confidence
- Promote sustainable, practice-ready education

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### Project Design & Framework



- Comparative EBP initiative
- Two clinical settings:
  - Pediatrics
  - Women's Services
- Evidence-based educational modules along with:
  - Pediatrics: in person rounding & live education
  - Women's Services: unit change champions
- Pre-and post-intervention evaluations
  - ASK questionnaire

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### Educational Intervention Overview



- Evidence-based content through a module within hospital database
- Face-to-face educational efforts at the bedside
- Multi-modal delivery

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### Learning Strategies



- Scenario-based discussions
- Role-play and scripting practice
- Do/Don't communication exercises

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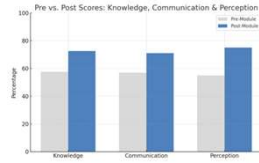
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### Outcome Measures & Results



- Pre-and-Post intervention survey's
- Domains measured:
  - Knowledge
  - Communication
  - Perception/Confidence



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### Practice Impact



- Increased willingness to initiate conversations
- Reduced fear of mistakes
- Improved modeling of respectful behavior
- Enhanced advocacy at bedside and unit level

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### Sustainability



- Scalable educational model
- Adaptable across specialties
- Potential for onboarding & annual education
- Foundation for documentation improvements

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### Clinical Scenarios



- Upon entering the room of a new patient, you see a person with short hair who is wearing a suit and tie. The patient's medical record lists the patient's name as Susan Green and the patient's sex as female. The medical record does not include any further gender identity or sexual orientation information.
  - *How should you address this patient?*
- You are caring for a new client looking for a provider. The client tells you, "I am looking for a provider who is comfortable treating queer people like me."
  - *What is the most appropriate response?*

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### Reflection



Reflect on one way you can demonstrate respect for patient individuality during your next shift.

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References

Hand-Out

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