

Preparing Occupational Therapy Practitioners to Treat the LGBTQ+ Population



Sheila James, OTS
Danielle Friberg, OTD, OTR/L & Stacey Willis, OTD, OTR/L

Description of DCE Site

West Coast University (WCU)

Private university with six campuses in Texas, Florida, and Southern California

Degrees:

- Undergraduate healthcare degrees in nursing and dental hygiene
- Graduate degrees in OT and health administration, and doctoral degrees in PT, pharmacy, and OT (West Coast University, 2020d; West Coast University, 2020a)

West Coast University Center for Graduate Studies (WCU CGS)

Los Angeles, California

Home to the OT, PT, and pharmacy programs

Values a culture of mutual respect, student learning, innovation and creativity, and diversity (West Coast University, 2020c)

Target population for capstone project

- faculty and students of the OT department
- OT department = 10 full-time faculty, 13 adjunct faculty, four lab assistants, three administrative staff (S. Willis, personal communication, January 26, 2021).
- Current OT student enrollment is 216 students (L. Phillips, personal communication, July 21, 2021)

Accredited by the Accreditation Council for Occupational Therapy Education (ACOTE®)

- Master of Science in Occupational Therapy (MSOT)
- Doctor of Occupational Therapy (OTD)

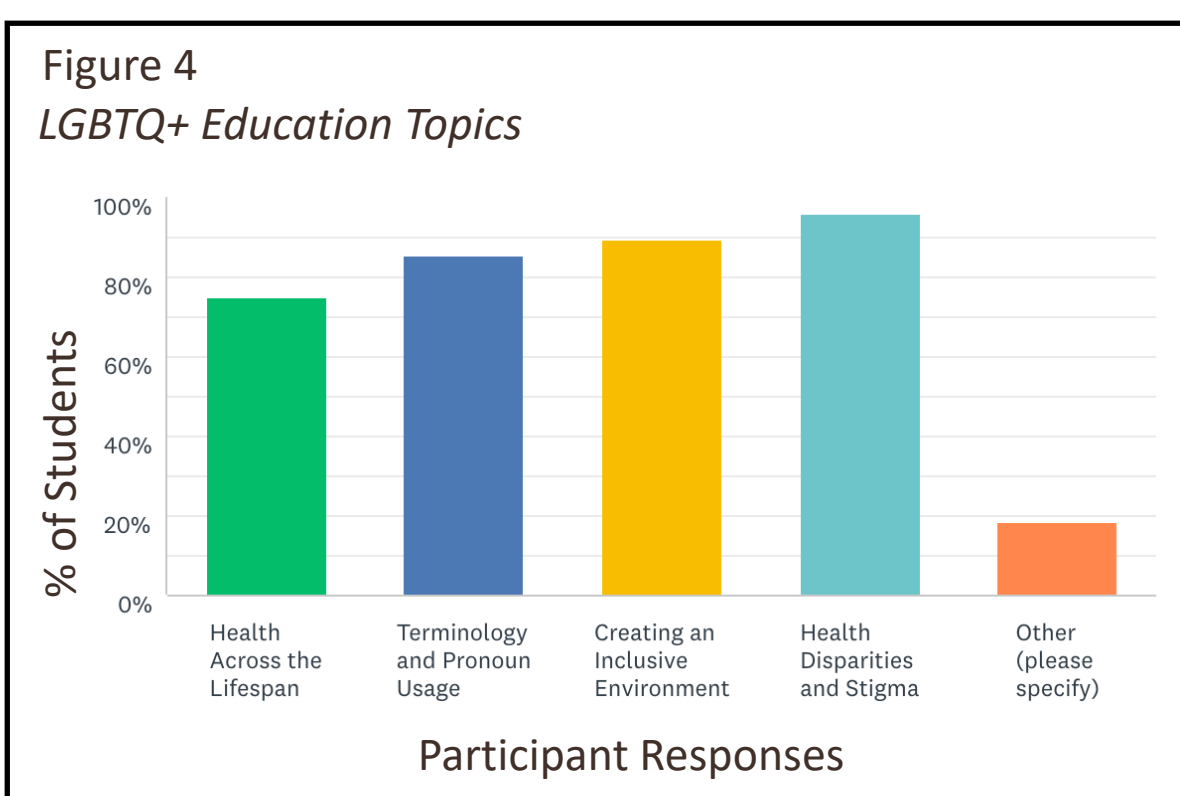
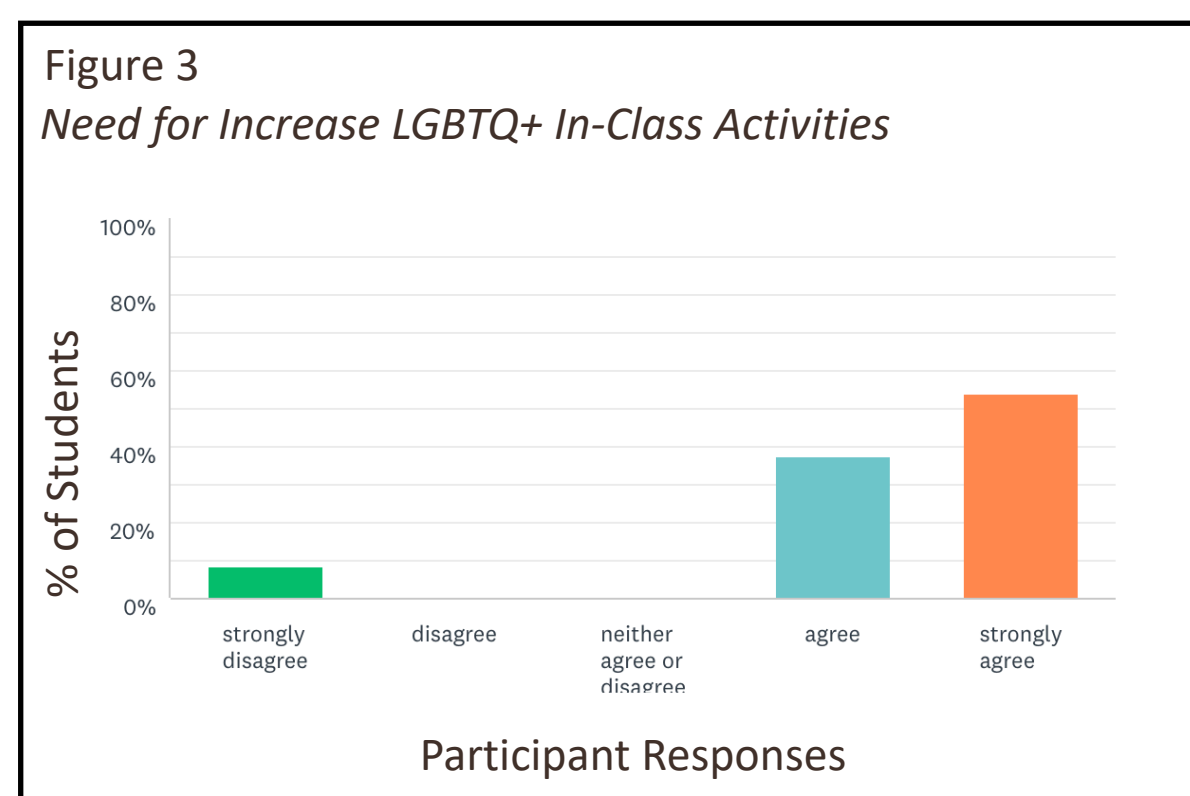
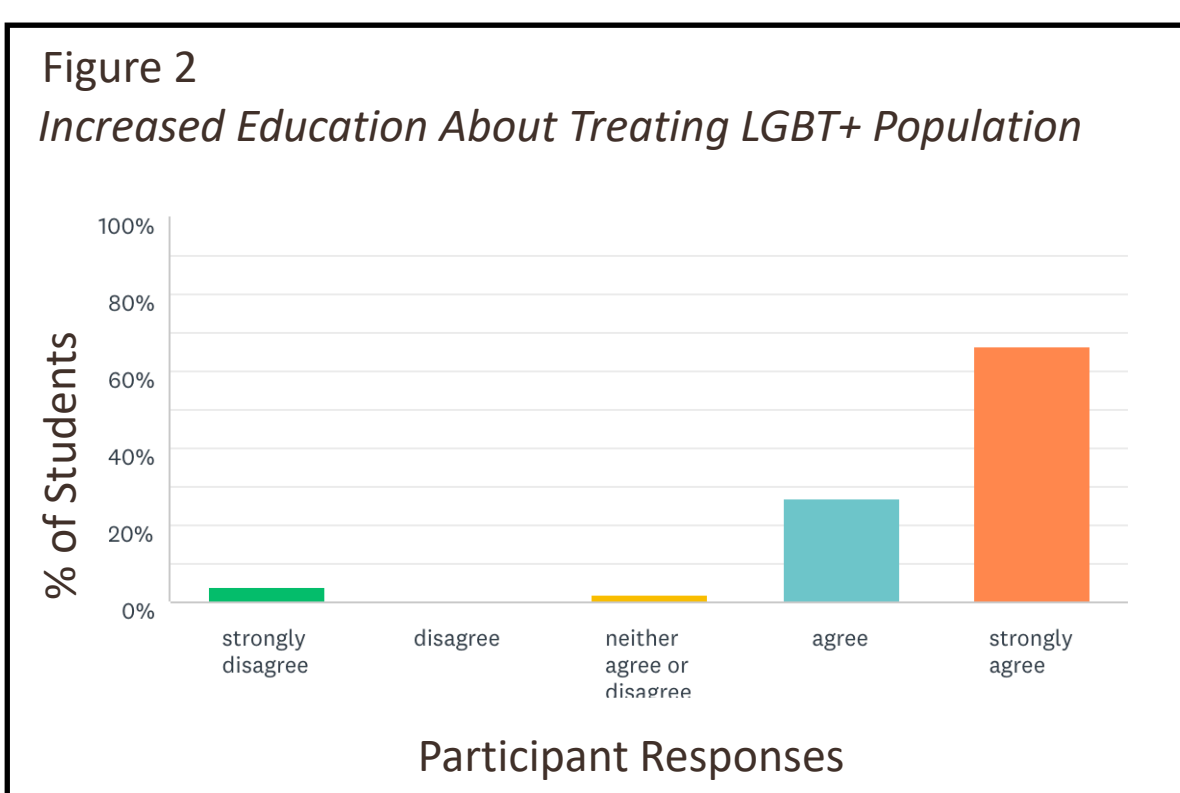
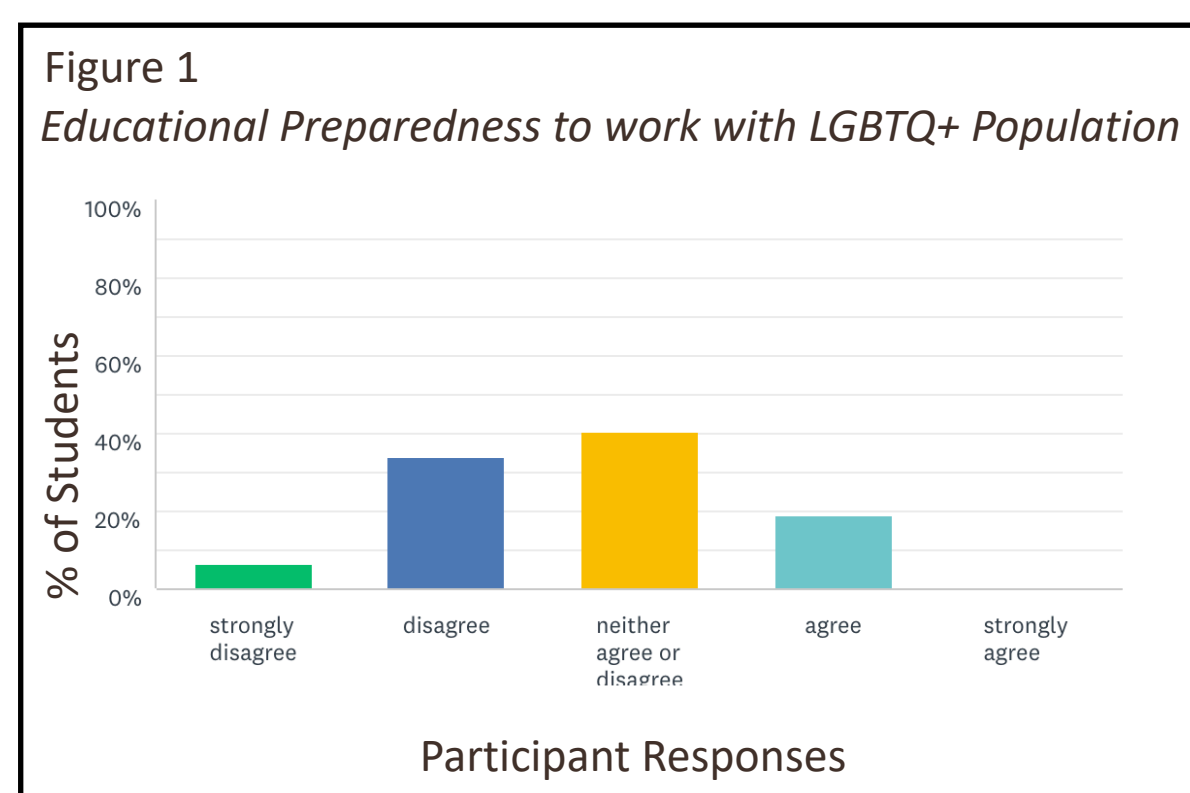
Doctoral student also collaborated with physical therapy department to further foster an environment of interdisciplinary learning

- Prior to COVID-19 pandemic, all didactic coursework completed on campus
- Since COVID-19 pandemic, instruction is remote with some simulated exams and select labs held on campus (D. Friberg, personal communication, December 9, 2020).

Summary of Needs Assessment

- Revamping case studies and PowerPoint slides to be more diverse and representative of the faculty and student body
- Identifying and addressing current biases, and
- Assessing and supplementing current curriculum to increase future OT practitioner cultural competency to treat the LGBTQ+ population (D. Gantman & S. Willis, personal communication, November 30, 2020; D. Friberg, personal communication, December 9, 2020).

Student Survey, n = 48 responses (see Figure 1 – Figure 4)



Literature Review - Key Points

BACKGROUND

- Current shortage of access to culturally competent health care providers to treat the LGBTQ+ population despite well-documented health disparities (ODPHP, n.d.; Sekoni et al., 2017)
- LGBTQ+ individuals face disproportionate stigma and discrimination in healthcare, are less likely to seek necessary care, and less likely to receive appropriate and adequate healthcare (ODPHP, n.d.; Sekoni et al., 2017).
- Delays in treatment, diagnosis, and preventative measures result in poorer health outcomes for this population (Mulitalo & Romano, 2015)
- Other factors of social marginalization such as ageism, racism, sexism, and economic injustice can increase these already high health disparities and poor health outcomes for the LGBTQ+ population (Mulitalo & Romano, 2015).

CURRICULAR GAP

- Specific curriculum addressing the topic is lacking across nursing, medical, dental, OT, PT, social work, and PA programs (Bolding et al., 2020; DeVita et al., 2018; Greene et al., 2018; Lim et al., 2015; Sekoni et al., 2017; Nama et al., 2018).
- 69% – 84.5% of healthcare students are interested in receiving more formal education addressing the needs of the LGBTQ+ population (Greene et al., 2018; Lim et al., 2015; Nama et al., 2018)
- Less than 50% of students agreed their formal education prepared them to work with the population (Greene et al., 2018; Lim et al., 2015; Nama et al., 2018)
- Greater than 66% of healthcare students described their LGBTQ+ curriculum as fair or worse (Greene et al., 2018; Lim et al., 2015; Nama et al., 2018)
- Integration of new curriculum into existing coursework is suggested to avoid othering and promote cohesiveness (DeVita et al., 2018; Bolding et al., 2020; Goldberg & Allen, 2018; Lim et al., 2015)
- Majority of faculty and students in healthcare programs report high interest in receiving further education about the LGBTQ+ population.

Project Description and Implementation

Curriculum

- Four lectures developed and presented by doctoral student
- Woven into existing coursework at WCU CGS per needs assessment information and literature suggestions (Bolding et al., 2020; Goldberg & Allen, 2018; Lim et al., 2015).
- Content covered: LGBTQ+ foundational terminology, personal pronouns, health disparities, mental health, minority stress, social and behavioral determinants of health, health access, health outcomes, historical contexts, and protective factors; culture and related terminology; cultural influences on OT; intersectionality; health promotion; occupational justice; health promotion and quality of life; and narrative and OT

Instructional Strategies Utilized

- Didactic lecture, group discussions, think-pair-share, game-based learning using Kahoot!

Curricular Recommendations

- Recommendations table presented to OT faculty and OT Curriculum Coordinator in official Curricular Meeting

Faculty Development - Faculty Lunch n' Learn

- One-hour Faculty Lunch n' Learn was presented to OT faculty
- Content covered: LGBTQ+; foundational terminology, personal pronouns, health disparities, health access and health outcomes, inclusive environments, personal bias, institutional bias, teaching strategies, and continuing education

Updated Teaching Slides and Case Studies

- Slides and case studies revised for more inclusivity of diverse LGBTQ+ family structures, diversity in patient gender, diversity in personal pronouns

Interprofessional Event (IPE)

- One-hour interprofessional event (IPE) co-hosted with a PT student
- Content covered: LGBTQ+ foundational terminology, personal pronouns, health disparities, health outcomes, inclusive environment, OT and the LGBTQ+ population, PT and the LGBTQ+ population, lived experiences of the presenters - each part of the LGBTQ+ community.

Student Learning Objectives

By 14 weeks the student increased advocacy skills pertaining to clinical and community-based care for the LGBTQ+ population.

By 14 weeks the student developed skills as an effective OT educator.

By 14 weeks the student developed and recommended curricular changes at WCU CGS addressing LGBTQ+ client-centered care.

Evaluation and Outcomes

Curriculum Evaluation and Outcomes

Eleven quiz questions based on guest lectures added to existing quizzes

- Mean value of quiz questions answered correctly = 88.5%
- Lowest scored question answered correctly - 56%
- Highest scored question answered correctly - 100%

Areas of strength for student learning:

- Defining sexual orientation
- Understanding intersectionality, minority stress, and factors contributing to poorer health outcomes for the LGBTQ+ population

DCE Student Process Evaluation and Outcomes

Classroom Observation Form completed by OT, PT, and pharmacy faculty

- Four guest lectures + Faculty Lunch n' Learn

Areas for improvement

- Experimenting with different instructional strategies to promote engagement as appropriate
- Emphasizing and summarizing major points
- Building confidence

Areas of strength

- Effective integration of quotes, interviews, and social media toward learning objectives
- Being calm and collected
- Creating a comfortable environment for learners to engage in dialogue around a potentially sensitive topic
- Excellent knowledge and superior command of the subject matter
- Use of evidence to support class content

Faculty Development Evaluation and Outcomes - Faculty Lunch n' Learn

Faculty knowledge

- decrease in correct answers defining gender (-5%), increase in correct answers (+2%) of factors contributing to poorer health outcomes

Student and Faculty Confidence

Students attending IPE

- reported 27.6% increase in confidence addressing pronouns and a 51.8% increase in confidence working with the LGBTQ+ population

Faculty Lunch n' Learn

- 27.5% increase in confidence creating an LGBTQ+ learning environment.

Summary of Deliverables

- Revised teaching slides and case studies to promote diversity, equity, and inclusion
- LGBTQ+ evidence-based curriculum
- Promotion of faculty development through a Lunch n' Learn

References

References available upon request

Acknowledgements

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