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**The Use of Simulation with the School of Nursing
and Health Professions (SONHP) Prelicensure Students to
Support the Practice Toward the Transgender Communities ***



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Abstract

The purpose of this paper is to examine the different disparities in student disciplines and provide critical review of current literature on how microaggressions against transgender communities and more specifically against transgender patients are lacking in many of the prelicensure nursing programs at the School of Nursing and Health Professions Simulation Center (SONHP) in the San Francisco Bay Area. The goal of the research would be to enhance nurse faculty readiness for student diversity in the classroom and clinical setting and provide experiential learning in nursing education as well as promote knowledge, skills and attitudes

(KSAs) to have a more effective approach to teach cultural competence and sensitivity in caring for vulnerable populations (Nursing Faculty Readiness for Student Diversity, 2019). Simulation and its experiential learning environment and how comprehensively, underestimating the needs of support needs of adjunct faculty could transform into difficulty creating and maintaining a highly qualified adjunct workforce and weakened educational experiences for students. Through the distribution of the Qualtrics survey, and through our classroom learnings, and literature, the researcher would like to be able to identify key issues within the transgender community. Through this, the researcher is hoping to gain understanding of the need for the transgender individuals who are finding it very difficult to obtain health care services and those who are being mistreated by healthcare provider's solutions through the lens of conceptual frameworks. These concepts would help to determine that with them, there may be success in helping adjunct faculty to develop, integrate, and evaluate clinical simulation activities in four key areas: curriculum, instruction, operations, and research.

Keywords: Social Justice, Equity, Leadership, Transgender, LGBTQ, Microaggressions

Basic Introduction and Research Purpose

The San Francisco Bay Area has a universal reputation known for being a fun, welcoming place, and it might also be presumed that the transgender community here in the Bay Area, for lack of a better word, are doing fine and are thriving in this community. For the most part, it is true that many in our community are prospering, *but* at the same time, there are many in the transgender community who face significant obstacles every day in order to be fully and equally immersed in society and even further accessing programs and services to meet essential needs. Many transgender individuals are finding it very difficult to obtain health care services

and what's more when they do find health care services how they are treated or mistreated by healthcare providers.

The purpose of the study is to examine the different disparities in student disciplines and provide critical review of current literature on how microaggressions against transgender communities and more specifically against transgender patients that seem to be lacking in many of the prelicensure nursing programs at the SONHP in the San Francisco Bay Area.

Transgender Community and Research Need

In the San Francisco Bay Area, the transgender community is rarely represented and portrayed in mainstream pre-licensure nursing simulation courses, curricula, textbooks, and syllabi. This particular community is often overlooked in regard to opportunities for better patient care and progression towards better healthcare. There is a learning gap that the pre-licensure nursing simulation courses are lacking and in which knowledge, skills, and attitudes (KSAs) of the prelicensure nursing learners need. The study will be grounded in the theoretical assumptions of advocacy and a participatory and liberation of worldview research integrated with queer theory. The goal of the research is to contribute to positive social change that will surpass currently biased, unbalanced, and unethical social norms that hinder self-actualization for transgender individuals.

It is not too uncommon for transgender patients to evade sharing information about their identity and medical history with health care professionals, and this may be due in part to past negative experiences within health care settings. This study will show that those prelicensure nursing students who have had simulation experiences with transgender scenarios prior to entering the clinical setting will be able to promote knowledge, skills, and attitudes in caring for the transgender community. It will also show that the learners will be able to apply knowledge,

skills and attitudes towards certain topics and express care about medical administration records (MAR) which can increase a transgender patient's trust in healthcare providers. There are many opportunities to increase transgender health literacy, including more accurate head to toe assessments during student learner simulation scenarios, health coaching, webinars, books, and articles focused on transgender health care. It is critical for our future healthcare providers such as the prelicensure nursing students to listen closely to individual patients' and all of their many different needs. This research is hoping to share transgender patients and their encounters and experiences within health care settings and offers lessons in simulation in the prelicensure nursing programs at the SONHP in the San Francisco Bay Area on how health care professionals can be more inclusive, respectful, and responsive to the needs of transgender patients.

This paper considers how there is a need to examine the different disparities in student disciplines and provide critical review of current literature on how microaggressions against transgender communities and more specifically against transgender patient representation, or lack thereof in the prelicensure nursing programs at the SONHP in the San Francisco Bay Area.

Practice Toward the Transgender Communities

The program being evaluated is the School of Nursing and Health Professions Simulation Program at the University of San Francisco (USF). The purpose of this project is to evaluate this program as a whole and to understand how simulation faculty play a big role, as content experts and who also lend their knowledge, experiences and skills working the front lines in hospitals as full-time nurses in clinical settings all over the San Francisco Bay Area. When these content experts are not working, they are teaching as simulation adjunct faculty to our prelicensure nursing students. Part of the learning didactics is providing simulation scenarios to our learners based on what the students are learning from their nursing theory courses, and what they are practicing in their skills labs.

The students' objective is to take theoretical learning and apply it to their simulation experiences in the prelicensure nursing programs at the SONHP in the San Francisco Bay Area. There is a pause, however, when it comes to content and knowledge base that includes transgender patient representation during these simulation experiences and in these simulation scenarios. Perhaps what some of the content experts may be lacking is knowledge, skills, and attitudes towards this particular community. Also, there is no transgender content experts in this leadership role who are teaching prelicensure simulation scenarios to our learners in SONHP and therefore, missed opportunities for learners to experience simulation scenarios which would include transgender patients.

Simulation and its experiential learning environment and how comprehensively, underestimating the needs of support needs of adjunct faculty could transform into difficulty creating and maintaining a highly qualified adjunct workforce and weakened educational

experiences for students. Through the distribution of the Qualtrics survey, and through our classroom learnings, and literature, the researcher would like to be able to identify key issues within the transgender community. Through this, the researcher is hoping to gain understanding of the need for the transgender individuals who are finding it very difficult to obtain health care services and those who are being mistreated by healthcare providers' solutions through the lens of conceptual frameworks. These concepts would help to determine that with them, there may be success in helping adjunct faculty to develop, integrate, and evaluate clinical simulation activities in four key areas: curriculum, instruction, operations, and research.

Research Finding and Implication

Our findings from this research will show that USF SONHP defined and measured sim faculty in terms of strategies for improving their leadership performance, or why one population is prioritized over another. We will find that the sim faculty feels that there is a definite need to take part in a teaching assessment and scenario development based around evaluation because they feel that there is an essential opportunity for learning. Through some of our analysis, we will be able to identify how there is truly a need for faculty assessment evaluations in the SONHP sim center. As a whole, the researcher will show an ongoing theme of how sim faculty, both full-time and adjuncts, perceive leadership teaching assessment efforts across the School of Nursing and Health Professions and Simulation Center. Among the adjunct sim specifically, there will be many gaps from a transgender perspective that have been impacting the nursing student learning experience due to lack of support and engagement and no formal teaching or classroom preparation for simulation courses.

In summary, this study will raise pertinent questions on why this particular community is often overlooked by nursing leadership and nursing faculty, as well as no transgender faculty representation in regards to the transgender community including teaching healthcare simulation scenarios to the prelicensure nursing students.

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