Gender inclusive and affirming practices in nursing education benefits nurses, students, and patients of all genders.

A preliminary scoping review on gender-affirming care in Canadian undergraduate nursing education

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INTRODUCTION

Gender-affirming care (GAC) is the provision of culturally safe and humble care for transgender and gender diverse people (TGD), where the provider values one’s gender identity and actively supports gender affirmation and/or transition goals. GAC makes a significant difference in the lives and health of TGD people.

One way to enhance nursing’s collective capacity to deliver GAC is by strategically incorporating GAC principles and practices in undergraduate nursing education.

AIM

To map GAC in undergraduate schools of nursing (SON) in Canada across 3 levels of curricula, the formal, informal, and hidden.

METHODS

• 1427 articles were yielded from our search of Medline, Embase, CINAHL, SCOPUS, and Google Advanced.
• 679 articles remained after deduplication.
• 9 were deemed eligible for our review.
• One source from the Canadian Nursing Students Association had 5 position papers, as such, our review included 13 unique sources.

RESULTS

Our preliminary review revealed:

• 1 formal curriculum strategy used to teach GAC in one undergraduate nursing course in Canada.
• 3 sources discussed TGD health in the hidden and informal curricula.
• 3 sources included a sentence on trans* health.
• Overall, the sources focused more broadly on “LGBTQ+” curricular inclusion.

THREE LEVELS OF CURRICULUM

1. Formal/official curriculum: intended learning in the classroom, clinical, and simulation.
2. Informal/unscripted curriculum: relationships between/amongst students and faculty.
3. Hidden/unofficial curriculum: values, implicit messages, culture, environment, policies within SONs.

RECOMMENDATIONS FOR EVERYONE IN SONs

Partner with TGD people & organizations
Prioritize your allyship work with TGD people
Create safe & inclusive spaces
Neutralize all language

RECOMMENDATIONS FOR LEADERS IN SONs

Advocate for GAC in professional competencies
Prioritize diverse hiring
Advocate for GAC in CASN Accreditation
Advocate for GAC inclusion in NCLEX Testing

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The current Pride Progress flag by Valentino Vecchietti in 2021.
The Transgender flag was made by Monica Helms in 1999.