DOING GENDER INCLUSIVE AND AFFIRMING PRACTICES IN UNDERGRADUATE NURSING EDUCATION: Preliminary findings from a scoping review

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Introduction
- Health care providers (HCP) are required to provide equitable care for all.\(^{(3)}\)
- Historically, persistently, and systematically, marginalized groups are often denied equitable healthcare.\(^{(3)}\)
- One contributing factor is inadequate health professional education regarding equity promotion.\(^{(4)}\)
- HCP education, such as nursing, has improved its formal curricula regarding health equity, but the informal and hidden curricula are even more impactful and lesser known.\(^{(5,6)}\)

Three Levels of Curriculum\(^{(6)}\)

- Formal education, however, students learn much more through the informal (hidden) and unintended (informal) curricula.\(^{(1,6)}\)

Gender Inclusive & Affirming
- Gender inclusive and affirming (GIA) practices promote equity for people of all genders, in particular for trans and gender diverse (TGD) people.\(^{(5)}\)
- GIA practices go beyond individual responsibility, towards institutional responsibility to advance gender equity.\(^{(9,10)}\)

Methods
- This scoping review is mapping GIA practices across the curriculum within schools of nursing (SONs) in Canada and the USA.
- See our protocol paper in BMJ Open for details.\(^{(10)}\)

Results
- Four databases were searched and 876 unique articles were screened.
  - Articles were excluded if they were the wrong type (i.e., abstracts), the wrong topic (i.e., broadly EDI), were not from Canada or the USA, or did not include undergraduate nursing students or faculty.
- 40 articles (n=40) met our eligibility criteria, were extracted and analyzed.

Analysis
- Articles with interventions (n=28), or those “Doing GIA”, accounted for most of the articles, while the remainder were “Thinking GIA” (n=12).
- As outlined in the below figure, articles explicitly “Doing GIA” (n=28), did so mostly through interventions in the formal curriculum (n=28), with one article also addressing the informal curriculum (n=1).\(^{(10)}\)

Recommendations for GIA

- More content on GIA practices
- Experiential learning
- Meaningful, critical, self-reflective learning
- Honouring lived experiences of TGD
- Developing and advancing materials and curricula on GIA practices and TGD people
- Teaching social accountability
- More GIA/TGD education for faculty and staff

SONs and institutional advocacy:
- Evaluation activities (i.e., licensing exam inclusion, accreditation)
- Intentionally including GIA/TGD language and policies across institutional documents
- Representation & retention of TGD students and faculty in SONs
- Resource allocation (i.e., monies and time)

References

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