

Improving Anesthesia Providers' Knowledge and Experiences In Transgender Perioperative Care with Gender-Affirming Webinar Training



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Background

- Despite the increased visibility and acceptability of transgender people in America, transgender patients still encounter discrimination and hostility from healthcare providers (Medina et al., 2022).
- Some providers harbor transphobic bias, which convey into negative patient interactions and outcomes (McDowell et al., 2020).
- Although evidence-based practice (EBP) guidelines for transgender care exist, many student (SRNA) and certified registered nurse anesthetists (CRNA) remain unprepared and uncomfortable with caring for transgender patients due to their limited training and exposure (Castillo, 2022; Hatfield, 2017).
- Literature evidence revealed virtual and simulation-based gender-affirming training is effective in improving provider's knowledge, attitudes, and clinical experiences in transgender care (Rouleau et al., 2019).

PICO Question

Can a gender-affirming webinar training improve SRNAs' and CRNAs' knowledge, cultural sensitivity, and perioperative encounters with transgender patients?

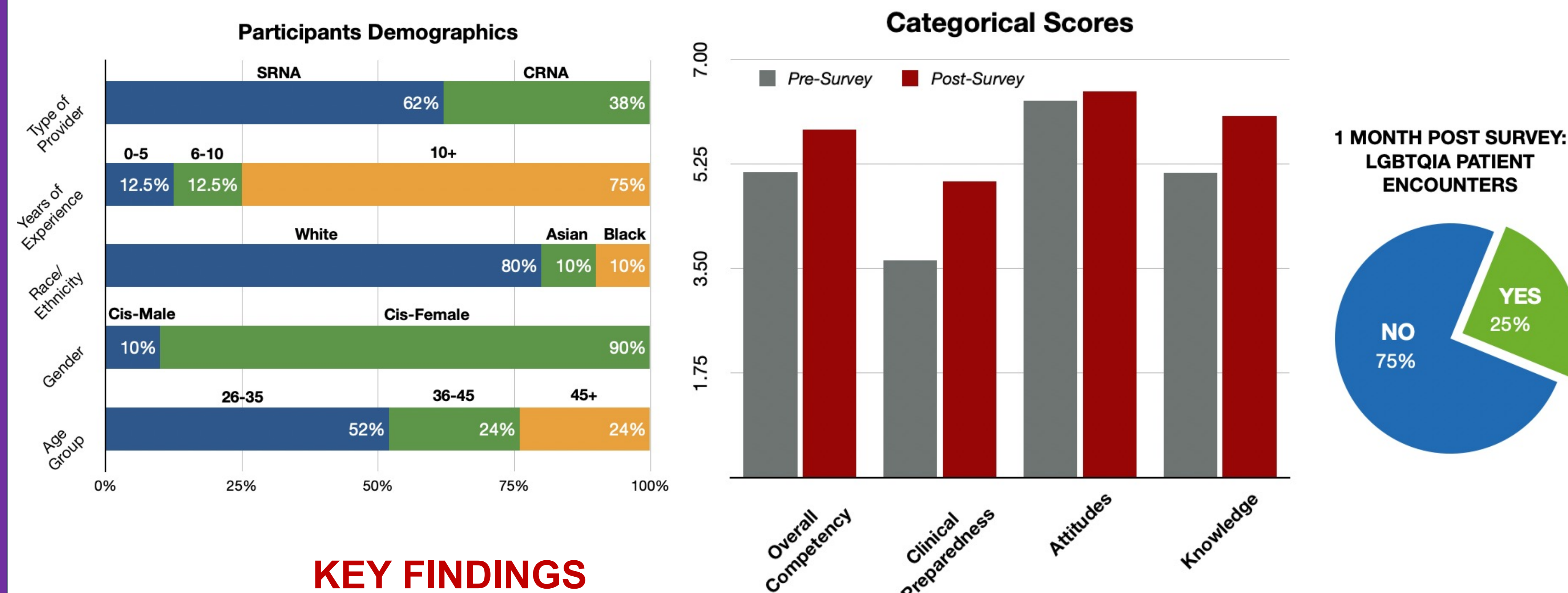
Objectives/Goals

- To increase CRNAs' and SRNAs' knowledge and attitude scores measured by the LGBT-DOCSS survey (Bidell, 2017) results on transgender gender-affirming care by 30%.
- To improve perioperative interactions with LGBTQIA patients by 30% after one month.

Methodology

- A **literature search** was conducted using 8 databases, MESH keywords (e.g., transgender, online education, health care provider, anesthesia, gender-affirming, LGBTQIA, perioperative, and cultural competency), and inclusion criteria (e.g., free-full linked text, peer-reviewed, English language, and year 2016 to 2022 with exception to landmark publications). The search yielded 497 publications and **12 articles** were chosen as the supporting evidence.
- Collaboration with various stakeholders, including LGBTQIA social advocacy leaders, educators, coordinators, providers, and experts, facilitated the development and implementation of the webinar.
- A four-steps learning process based on **Jack Mezirow's transformational learning theory** was used to develop culturally competent providers and enables tools to attenuate transphobic implicit bias.
- The **one-hour multimodal educational webinar** included a didactic PowerPoint presentation, two short video case-scenarios, live poll-taking, interactive Q&A, visual storytelling, and expert panel discussion.
- The webinar provided content on the transgender population and disparities, proper LGBTQIA terminology and language, social etiquettes, and key anesthesia considerations.
- Using the modified LGBT-DOCSS survey, a pre- and post- method compared **students' and nurse anesthetists' knowledge, attitudes, and preparedness**. Another two-items post-survey examined the training's effect on providers' interactions with LGBTQIA patients after one month.
- The webinar's online registration was launched in October 2022 and the project was implemented on **November 17, 2022**, in honor of *Transgender Remembrance week*.
- Convenience sampling recruited **13 SRNAs** and **8 CRNAs** via clinical sites, social media, and email advertising.

Results



KEY FINDINGS

- ✓ **Objective 1 was not met**, but there was **improvement in all categorical scores** after the intervention: **+ 14%** in *competency*, **+ 36.4%** in *clinical preparedness*, **+ 2.7%** in *attitudes*, and **+ 18.6%** in *knowledge*.
- ✓ A **paired t-test** determined that **there was statistical significance** (p-value < 0.05) with two subscale scores: **overall cultural competency (p = 0.0069)** & **clinical preparedness (p = 0.0437)**
- ✓ **Clinical Significance: Objective 2 was met**. Based on 20 respondents, **Five CRNAs (25%)** encountered LGBTQIA patients one month after the training and **all of them** reported that the webinar improved their patient interactions.

Conclusion

- Anesthesia providers have a **moral and professional duty** to improve delivery of care and reduce health disparities for vulnerable population, such as transgender patients.
- Based on the project's positive findings, **gender-affirming webinar training** can be used as an **effective educational tool** to improve clinicians' knowledge, attitudes, and preparedness in transgender care.
- Positive feedback** from participants also demonstrated that webinar learning is a **favorable and convenient learning modality** for SRNAs and CRNAs.

Recommendations for Practice

- Clinicians must strive to **improve cultural competency on LGBTQIA care** and **promote inclusivity** in the perioperative environment by incorporating ongoing gender-affirming training and adhering to current EBP recommendations.
- Future projects** should include multiple sessions of the webinar, larger and randomized samples, and a more rigorous design to improve validity and generalizability.

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