

# Evaluation of an interprofessional gender diversity awareness workshop for healthcare students

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# Background



## Gender Diversity

- Trans and gender diverse people are those whose gender identities or expressions differ from the sex assigned at birth (Coleman *et al.* 2022).
- Transphobia, stigmatisation and ignorance are perpetuated in healthcare settings and staff lack understanding of healthcare needs (Bachmann and Gooch 2018; Coleman *et al.* 2022)
- Trans and gender diverse individuals experience significant health disparities (Winter *et al.* 2016)
- Healthcare students often lack training in LGBTQ+ content particularly surrounding trans and gender diverse individuals (Parameshwaran *et al.* 2017; Vance *et al.* 2015).

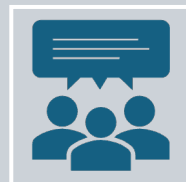
# Background



Education of healthcare providers plays a major role in improving engagement with trans and gender diverse individuals (Braun *et al.* 2017; Brown *et al.* 2017).



Interprofessional education (IPE) is a key element of high-quality care provision (van Diggele *et al.* 2020).



Evidence suggests IPE reshapes attitudes and facilitates collaborative practice (Saragih *et al.* 2024).

# Aim

The aim of this study was to evaluate the application of a gender diversity IPE activity and to examine occupational therapy and mental health nursing students' attitudes and beliefs towards trans people

## Objectives:

To examine students' attitudes and beliefs towards trans people pre- and post-delivery of the gender diversity IPE workshop

To examine students' perceptions of the IPE approach pre- and post- delivery of the gender diversity IPE workshop

# Method

- Quasi-experimental, pre-test post-test design.
- Participants: Second year occupational therapy and mental health nursing undergraduate students.
- Intervention: 3-hour workshop involving lecture, small group discussions. Developed in partnership with consultant nurse and individuals from trans communities.



# Method

- Outcome measures
  - Transgender Attitudes and Beliefs Scale (TABS) (Kanamori *et al.* 2017)
  - Interprofessional Socialisation and Valuing Scale (ISVS-9) (King *et al.* 2016)
- Analysis: Nonparametric statistical analysis of pre- and post-survey data

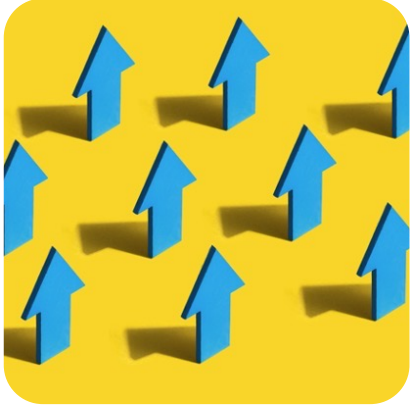
# Results

		Pre survey (n=106)
Age, mean (SD)		25.90 (9.12)
Gender identity, n (%)	Female	97 (91.5%)
	Male	9 (8.5)
Participants, n (%)	Mental Health Nursing	70 (66%)
	Occupational Therapy	36 (33.96%)

# Results

		Pre-test, n=106			Post-test, n=56			Z	P value
		Minimum	Maximum	Median	Minimum	Maximum	Median		
TABS	Interpersonal Comfort	29	98	83	49	98	91.50	-1.74	0.082
	Sex/gender beliefs	10	69	48	17	70	53.50	-2.07	0.039
	Human value	10	35	35	5	35	35	-0.78	0.44
	Total	67	200	165	104	999	203	-7.15	<0.001
ISVS-9		2.33	7.00	5.44	4.00	7.00	6.00	-4.54	<0.001

# Discussion



- Improvement in students' knowledge and attitudes across the subscales measuring beliefs and attitudes towards trans people.
- Significant improvements across Sex/Gender sub-scale and total scores of TABS.
- Significant improvement in students' interprofessional socialisation among, and their readiness to function in, interprofessional teams.



*However,*

- No change in median scores for the human value subscale of the TABS. Also found in previous studies (Allison *et al.* 2020; Ruprecht *et al.* 2024)
- Small sample size with 52.8% attrition between pre- and post-test
- Response bias

# Conclusion

- This study supports the use of interprofessional education and holds promise for improving knowledge about and attitudes toward trans and gender diverse individual.
- Future research should investigate long-term effects
- Future work to build a gender inclusive curriculum across all healthcare programmes with workshop spanning disciplines.



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**Thank you for listening.  
Any questions?**

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