



Representing Sexual and Gender Diversity Using Narrative Photography in a Transcultural Nursing Course

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INTRODUCTION

- LGBTIQ+ populations experience stigmatization, discrimination, and marginalization, which can lead to negative health outcomes, including poorer mental health, higher rates of STIs, drug abuse, poverty, and homelessness (Grant et al., 2011; Institute of Medicine US, 2011).
- Discriminatory healthcare behaviors and dissatisfaction are reported by LGBTIQ+ populations worldwide (Gómez-Ibáñez et al., 2024; Santander et al., 2022; Leyva-Moral et al., 2020a).

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INTRODUCTION

Research suggests that healthcare professionals and students require additional training on LGBTIQ+ health issues (Santiago et al., 2024; Leyva-Moral et al., 2020b; Rowe et al., 2017; Carabaez & Scott, 2016).

Studies have shown that nursing students hold negative attitudes and beliefs towards providing sexual care (Aaberg et al., 2023).

- Aaberg, V., Moncunill-Martínez, E., Frías, A., Carreira, T., Cezar, R. F., Martín-Forero Santacruz, A., Frade, F., Mecugni, D., & Gómez-Cantarino, S. (2023). A Multicentric Pilot Study of Student Nurse Attitudes and Beliefs toward Sexual Healthcare. *Healthcare (Basel, Switzerland)*, 11(16), 2238. <https://doi.org/10.3390/healthcare11162238>
- Carabez, R., & Scott, M. (2016). 'Nurses don't deal with these issues': nurses' role in advance care planning for lesbian, gay, bisexual and transgender patients. *Journal of clinical nursing*, 25(23-24), 3707–3715. <https://doi.org/10.1111/jocn.13336>
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- Rowe, D., Ng, Y. C., O'Keefe, L., & Crawford, D. (2017). Providers' Attitudes and Knowledge of Lesbian, Gay, Bisexual, and Transgender Health. *Federal practitioner : for the health care professionals of the VA, DoD, and PHS*, 34(11), 28–34.
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INTRODUCTION

Continuous training has been shown to improve nursing students' competence in sexual health topics worldwide, particularly through online training (Wang et al., 2023), virtual simulation (Altmiller et al., 2023), and blended learning (McEwing, 2020).

While art-based methods, such as narrative photography, have shown promising results as a learning method in nursing studies (Leyva-Moral, 2022), they have not yet been used for teaching topics related to sexual health, especially from a transcultural approach.

Altmiller, G., Wilson, C., Jimenez, F. A., & Perron, T. (2023). Impact of a Virtual Patient Simulation on Nursing Students' Attitudes of Transgender Care. *Nurse educator*, 48(3), 131–136.

<https://doi.org/10.1097/NNE.0000000000001331>

Leyva-Moral, J. M., Aguayo-González, M., Folch, C., San Rafael, S., & Gómez-Ibáñez, R. (2022). Nursing students' perceptions of the efficacy of narrative photography as a learning method: A cross-sectional study. *Nursing & health sciences*, 24(2), 380–386. <https://doi.org/10.1111/nhs.12932>

McEwing E. (2020). Delivering culturally competent care to the lesbian, gay, bisexual, and transgender (LGBT) population: Education for nursing students. *Nurse education today*, 94, 104573.

<https://doi.org/10.1016/j.nedt.2020.104573>

Wang, Y. C., Miao, N. F., You, M. H., Wang, F. T. Y., Hsu, C. Y., Lee, P. H., & Du, S. C. (2023). Enhancing cultural competence in caring for lesbian, gay, bisexual, and transgender patients: An online training program for Taiwanese student nurses and nurses. *Nurse education today*, 129, 105914. <https://doi.org/10.1016/j.nedt.2023.105914>



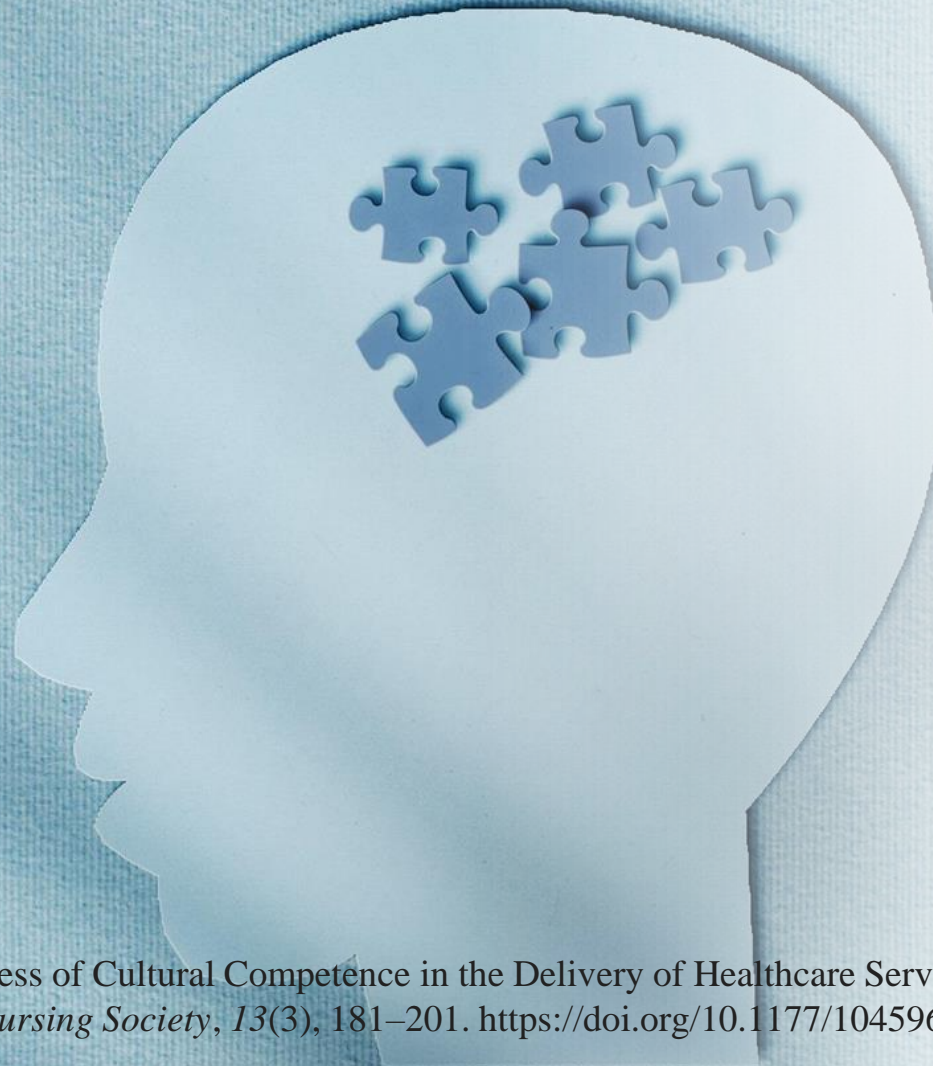
AIM

- To examine nursing students' representations of sexual diversity from a transcultural nursing approach.

METHODS

- Qualitative study utilizing Narrative Photography.
- Students were tasked with creating 1-3 original images and writing reflective quotes to represent the concepts of sex, gender, sexual orientation, and gender identity.
- Data collected was thematically analyzed inspired by Campinha-Bacote's model.

Campinha-Bacote J. (2002). The Process of Cultural Competence in the Delivery of Healthcare Services: a model of care. *Journal of transcultural nursing : official journal of the Transcultural Nursing Society*, 13(3), 181–201.
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FINDINGS

- 62 pictures and reflections were collected between March-April 2023.
- Campinha-Bacote dimensions:
 - ✓ **Cultural attitudes**
 - ✓ **Cultural awareness**
 - ✓ **Cultural knowledge**
 - ✓ **Cultural skills**
 - ✓ **Cultural sensitivity**
 - ✓ **Cultural encounters**

FINDINGS

- The main **cultural attitudes** identified among the nursing students were centered on **advocacy**, emphasizing the promotion of **respect and tolerance, sexual identity**, and **fight against gender stereotypes**

“Reflecting gender identity. We must be able as a society to put stereotypes aside and open our minds to new concepts about gender to create a just society where everyone feels included and accepted”.



(Júlia, Andrea, Laia, Claudia, Ana)

FINDINGS

- **Cultural awareness** emerged prominently in the data, as students demonstrated a commitment to **accepting individuals** irrespective of their sexual orientation or gender expression.

“The photo represents the stage when, after having endured the harassment of the people around her due to the stereotypes and prejudices that exist in society, she finally decides to take the plunge and to get rid of the "disguise" that has been preventing her from being who she really was (the zip symbolises the getting rid of the "disguise").



(Miriam, Dima, Aina, Patri, Alba)

FINDINGS

- **Knowledge**, remarkably, all the **theoretical concepts** introduced in the transcultural nursing course, including but not limited to queer, transgender, cisgender, and homosexuality, were aptly represented in the visual narratives.



***Heterosexuality:** refers to people who are attracted to people of the opposite gender.*



***Homosexuality:** refers to those who are attracted to people of the same gender (includes gays and lesbians).*



***Bisexuality:** refers to those who are attracted to people of both sexes.*



***Pansexuality:** refers to those who are attracted to people regardless of their sex or gender.*



***Asexuality:** people who do not feel any physical or sexual attraction to other people.*

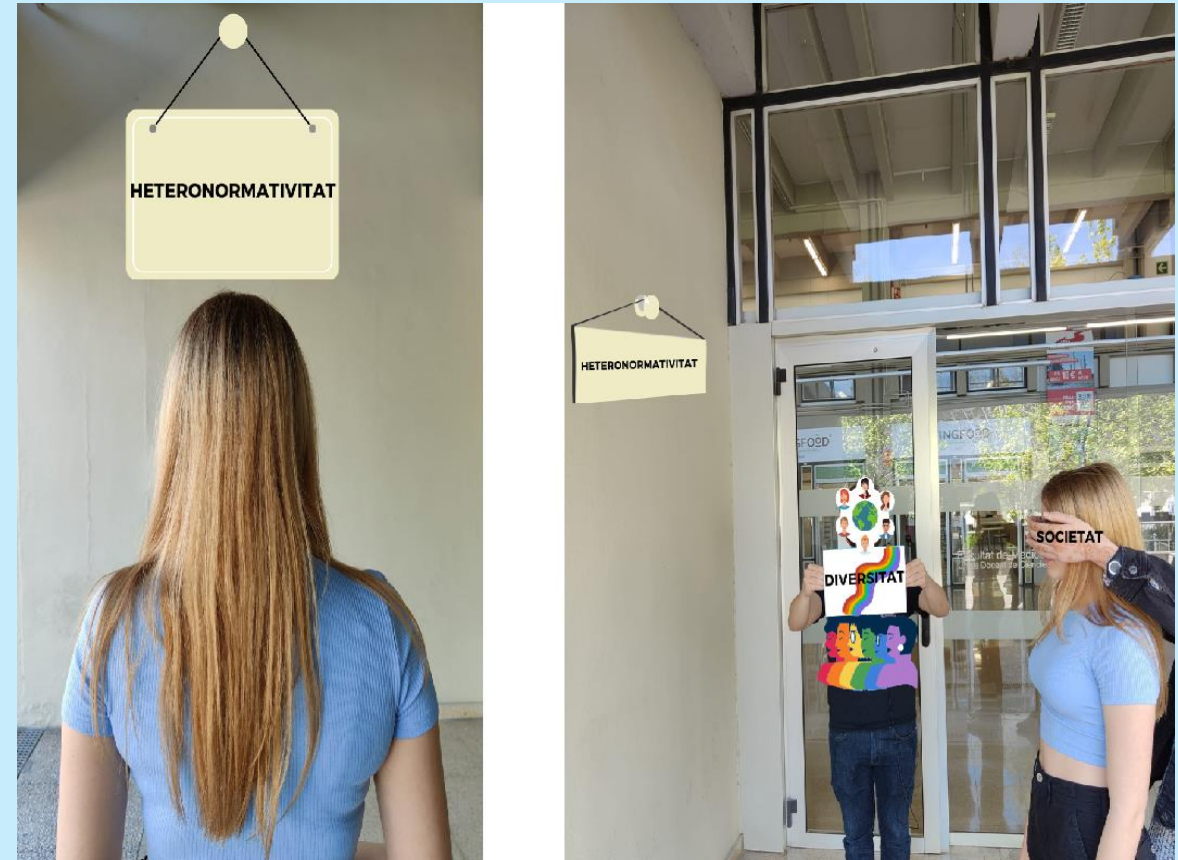
(Elisabet, Tamara, Naroa, Jose María,

Tamara)

FINDINGS

- The main **cultural skills** identified in the dataset included the proficient use of proper pronouns and the explicit **rejection of heteronormativity and biologism**.

“On the left, there is a girl looking in only one direction, towards heteronormativity. In the second image, the girl point of view is wider, but her ability to look to the sides is restricted by some hands, representing today's society's belief that heterosexuality is the most valid path. The final detail depicted is the representation of diversity in sexual orientation on one side of the girl. The message conveyed is that society often limits our ability to access this diversity and tries to impose a singular path as the only correct one. However, we must remove this blindfold and choose our own path without being influenced by others”.



(Mireia, Sara, Mariam, Guillem, Javier)

FINDINGS

- **Cultural sensitivity** was a pervasive theme, exemplified through critical and reflective **thinking**, the promotion of **respect**, and a resolute **rejection of punitive approaches**.

“I am my own way. There is a world beyond the dichotomy of sensitive woman and strong man. How we experience our gender depends on the person. There are more than two genders and there is more than one way of looking at gender”.



(Marta, Elisabet, Adrià, Paula)

FINDINGS

- Contrary to expectations, **cultural encounters** were not identified in the data.
- This absence suggests that while nursing students demonstrated cultural attitudes, awareness, knowledge, and skills, their experiences did not necessarily involve direct interactions with diverse sexualities or gender expressions.

CONCLUSIONS

- Findings suggest that nursing students possess a foundation of cultural competence in the realm of sexual diversity.
- Students show a commitment to delivering humanized, person-centered care that transcends stereotypes and embraces a holistic understanding of individual health experiences.
- Encouraging cultural encounters during nursing studies is necessary.
- Further research is required to determine if art-based methods are effective in developing genuine cultural competence to care for LBTIQ+ communities.

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Gracias
Gràcies
Thank you
Merci