

Promotional: Gender Diversity in Long-Term Care: The Basics

You **MUST print this for Continuing Education purposes and keep with your certificate of completion.

Requirements:

For successful completion of this educational activity and receipt of 0.5 contact hour(s), the learner must:

1. Participate in 30 minutes of continuous learning. Course time is calculated using the Mergener Formula.
2. Complete a quiz with a minimum score of 85%.
3. Complete an evaluation form.

Educational activity description:

All staff members should be knowledgeable in person-centered strategies that create an environment where persons who are gender diverse feel physically and psychologically safe, accepted, and affirmed. This educational activity provides an introduction to gender diversity with best practices for creating an environment that is welcoming to residents in their facilities regardless of their gender identity, gender expression, and sexual orientation.

Target audience:

The target audience for this educational activity is all staff working in a long-term care setting and other interested learners. This is an intermediate level educational activity.

Readability/Reading Level:

The readability/reading level of this course is 13th-15th grade.

Learning outcome:

At the completion of this educational activity, the learner will be able to demonstrate knowledge of issues associated with discrimination in the long-term care setting based on actual or perceived sexual orientation by passing a quiz with 85% or greater accuracy.

Learning objectives:

At the completion of this educational activity, the learner will be able to:

1. Identify two (2) regulatory considerations associated with gender diversity in the long-term care setting.
2. Choose two (2) types of gender diversity-related discrimination reported by individuals in the long-term care setting.
3. Apply two (2) staff interventions that provide support to gender diverse individuals in the long-term care setting.

Author:

Marc Markell, PhD, MS, BA

Marc Markell is a professor at St. Cloud State University. He earned a Ph.D. in Educational Psychology from the University of Minnesota. His primary areas of interest at St. Cloud State include teaching academic progress monitoring, literacy methods and strategies for students with special needs, behavior management, human Relations, and grief and loss education. He also supervises student teachers. Marc teaches graduate level courses Psychology of Lesbian, Gay, Bisexual, Transgender. Has written three books, several chapters, and many articles on issues related to diversity, oppression, grief, and academics.

Reviewer:

Linda Shubert, MSN, RN, NPD-BC, CDP®

Linda has 30 years of nursing experience working with older adults across rehabilitation, home health, geriatric case management, acute care, and long-term care settings. Linda has held a variety of clinical, teaching, and administrative positions including Director of Nursing, Clinical Professor of Nursing, Staff Development Coordinator, and Simulation and Skills Lab Director. She is an advocate for engaged learning and competency-based programming, using it to advance topics of concern to older adults such as infection control and resident-centered care.

Planning committee:

Judy Hoff, RN, BSN, MA, PhD

Linda Shubert, MSN, RN, NPD-BC, CDP®

Jessica Burkybile, MSN, RN, NPD-BC

Marc Markell, PhD, MS, BA