Exploring gender-sensitive care among vocational rehabilitation providers working with youth with disabilities

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Background

• Many healthcare providers report lacking knowledge and training regarding gender sensitive care.
• Simulation-based learning can help to create a positive learning experience while also enhancing educational outcomes.
• Including participants in the process of developing the content could facilitate the creation of authentic situations while reinforcing relevant skills.
• Our simulation is novel because it is informed by several needs assessments from clinician and youth perspectives and explores gender sensitive care amongst pediatric rehabilitation providers.

Objective:

To explore the experience of building an educational simulation scenario with and for clinicians on gender sensitive care

Methods

Design
Qualitative focus group with 10 participants over 2 simulation build sessions (2.5 hours each), facilitated by researchers certified in SIM-One simulations.
• First build session focused on building scenario content.
• Second build session centered on the content with simulated actors

Data analysis
• Simulation development sessions were audio recorded and transcribed.
• 2 researchers coded transcripts and extracted relevant quotes

Results

Relevance of gender within clinical practice

• Hesitant and resistant
• Acknowledging gender but not talking about it
• Incorporating gender into clinical practice
• Gender is acknowledged, but not openly discussed
• “I don’t see there’s a gender difference…I don’t make a distinctions between genders.” (#3)

Gender acknowledged within clinical practice

• Mostly binary gender differences were noted
• Parental overprotection for female youth
  • “I have families who say their experience outside of the home and school the first things on their mind are around safety and vulnerability in the community…I can see a connection to gender because sometimes individuals have that concern more so for females.” (#1)
• Building a simulation helped to encourage participants to share their reflections on this topic and learn from each other

Creating a comfortable and safe space to enable gender-sensitive care

• Patient-centered care
• Effective communication and rapport building
• Appropriate language and pronoun use
• Respecting gender identity
• Responding to therapeutic ruptures
  • “It’s trying really hard to be sensitive around identifying people with the way they see themselves and being respectful.” (#5)

Conclusions

• Developing a simulation on gender-sensitive care involved discussions of evidence-informed material, reflection, and sharing. Clinicians showed development in their learning about providing gender and how it could be applied to their practice.

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