

Interprofessional Collaboration to Enhance SRHR Education: Co-designing a Teaching Toolkit for Nursing and Social Work University Educators

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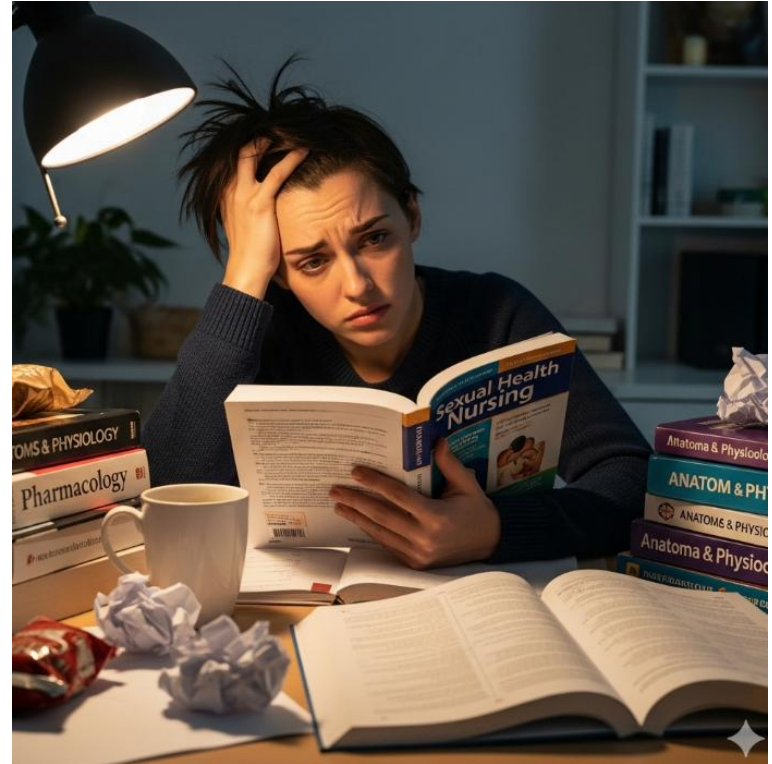


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+asrh
2025**

“I have less than a year to become a registered nurse. **I do not feel prepared at all.** I'm actually kind of struggling...cause purely because **how under-educated we are about sexual health**, so like now that I think about it,

I do not know anything besides, without approaching it medically or pharmacologically.”

A final-year nursing student, Sydney



Research consistently demonstrates that SRHR content in nursing and social work education is inadequate and problematically framed

Systematic Review of Sexual and Reproductive Health Care Content in Nursing Curricula

Joyce Cappiello, Leah Coplon, and Holly Carpenter

ABSTRACT

Objective: To examine whether and to what extent pre-licensure nursing programs include sexual and reproductive health (SRH) content in their curricula.

Data Sources: Electronic databases, including CINAHL, MEDLINE, PubMed, Web of Science, Science Direct, Google Scholar, ProQuest, and CABI Direct were searched for relevant literature. We also reviewed the reference lists of all studies, nursing organization Web sites, and the personal files of the authors.


Study Selection: Inclusion criteria were studies focused on SRH content in pre-licensure nursing education, written in English, and published between January 1990 and November 2016. We identified 632 articles, and of these, 22 met the inclusion criteria. Duplicates were discarded, and 13 articles were reviewed (9 quantitative descriptive, 2 modified Delphi, 2 mixed methods).

Data Extraction: Data extraction and subsequent analysis were guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. Data were extracted and organized under the following headings: author and year to establish a timeline, study purpose and design, sample size, data collection methods, main study findings, and limitations.

Data Synthesis: We found the following: (a) most studies focused on baccalaureate education; if associated degree programs were reviewed, findings were not reported separately; (b) definitions were not consistent, which affected the scope of study results; (c) the SRH topics taught were similar; (d) there is a recent interest in sexual orientation and gender identity curriculum; (e) barriers to including content were time constraints, competing demands with other curricula.

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Social Work Curriculum: Preparation for Sexuality and Sexual Well-being Practice

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Abstract

Social work—an anti-oppressive, practice-based profession focused on social justice—supports people's access to and ability to create healthy lives. Therefore, social workers should not only understand and value a service user's sexuality, but also be able to competently navigate this area of practice. This mixed method study explored the role of social work education in preparing social workers for practice in sexual health settings. Forty-one Australian social workers and allied health professionals participated in a survey, seven of whom participated in subsequent focus groups. A descriptive analysis of surveys was conducted, and inductive analysis of the focus groups resulted in five overarching themes. Theme 1: 'Educational Journey' focused on the absence of content in Social Work curricula, contrasting with rich learning from peers and community members. Theme 2: 'Disease, Disaster and Dysfunction' highlighted that sexuality content was often framed through a deficit lens in their social work programmes. Theme 3: 'Placement/Practice Learning' highlighted the importance of social work field education programmes. Theme 4: 'Being "Askable"' was seen as essential. Theme 5: 'Barriers' resulted in four sub-themes: (i) Curriculum, (ii) Medicalisation, (iii) Baggage and (iv) Positioning. An overall recommendation is that the social work curricula must prepare social work students to utilise a sexual well-being-informed practice lens and more specifically to be askable. Further, implications for social work education and research are discussed.

Keywords: Mixed methods, practice, sex positive, sexual well-being, social justice, social work education




Accepted: March 2023

Review


The inclusion and representation of LGBTIQ+ content in undergraduate nurse education: A scoping review


Tyler Priddle , Tonia Crawford , Tamara Power 

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Highlights

- Existing literature is limited to knowledge, attitudes and feelings of comfort and preparedness toward LGBTIQ+ populations.

The proportion of LGBTIQ+ specific content in undergraduate nursing education is scarce.

LGBTIQ+ content is framed by deficit discourses, heteronormative and/or western cultural perspectives.

Student nurses' competence in sexual health care: A literature review

Emma Pascale Blakey RN, MSc, BSc | Helen Aveyard PhD, MA, BSc/RGN

Aims and objectives: To explore the way in which sexual health care is perceived

and experienced by students in clinical practice.
Background: Student nurses understand the need to learn about sexual health but report a variety of learning needs and experience challenges acquiring skills to deliver such care in part due to varied clinical experience. Furthermore, there is a paucity of data exploring clinical competence of sexual health care among student nurses.

Design and methods: A literature review of the published literature was conducted following a search of online databases. Articles were selected for analysis according to inclusion and exclusion criteria. Eight articles were critically appraised and thematically analysed.

Results: The following themes were identified: student nurses report having a positive attitude towards sexual health care; however, many felt uncomfortable about addressing sexual health and are reluctant to initiate a conversation; many student nurses lack knowledge about sexual health; they also lack role models at university and on clinical placement. Student nurses' counselling in relation to sexual health was also noted.

Conclusions: It is encouraging that student nurses have some knowledge, but their knowledge assessed is narrow. Their attitude is generally positive although many feel uncomfortable discussing issues of sexual health and sexuality. Very few student nurses report delivering sexual health care. There is a lack of positive role models both on clinical placement and at university.

Relevance to clinical practice: The reasons behind a lack of sexual health care delivery by student nurses should be understood. Student nurses should be supported to assess patient need and provide holistic care. Positive role models should be established in clinical and educational environments along with a focus on wider sexual health knowledge and skills.

KEYWORDS

nurse education, public health, sexual health, sexuality, student nurse



Social Work And Nursing – Sexual and Reproductive health and rights

- 2 cities: Sydney and Hong Kong
- 2 professions: Nursing and Social Work

Aims:

1. To **understand** the knowledge, attitudes and educational needs of NUR and SW students in relation to SRHR in both locations
2. To **co-develop** a SRHR teaching resource kit with educators, students, and frontline professionals of both professions



The University of Sydney



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護理及健康學院
Hong Kong Metropolitan University
School of Nursing and Health Sciences



性向無限計劃
Project Touch

Formative

- 9 x University academics
- 6 x Students
- 3 x Frontline professionals
- Expertise:
 - SRHR
 - Social justice
 - Gender studies
 - LGBTQ+ issues
 - Disability and sexualities
 - Domestic violence
 - Interprofessional education

Needs Assessment

- Online survey (Eng/ Chi) [N=254]
- Focus groups (Eng/ Chi) [N=40]
- NUR/SW students in 2 SYD and 3 HK universities
- Knowledge and attitudes towards SRHR issues
- Learning needs

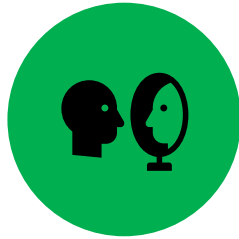
Co-design

- 1 co-analysis meeting
- 4 x 2 hours online co-design workshops
- Workshop 1 & 2: Components and format of the resource kit
- Workshop 3 & 4: Specific learning outcomes of each module

What did we find in the survey and focus groups?



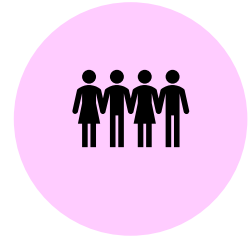
**Students feel
unprepared with
limited SRHR
knowledge.**



**SRHR issues
are often
encountered in
placements.**

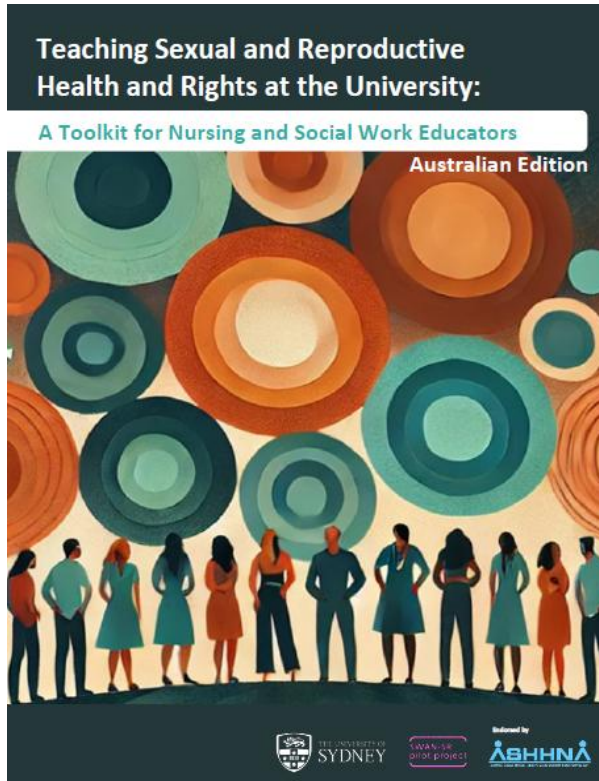


**Lack of person-
centred SRHR
content and role
models in
curricula.**



**Sociocultural
differences shape
attitudes to SRHR.**

The Toolkit



Scan to access the free toolkit

The toolkit has been endorsed by

**STIs and Family
Planning Information**

**Integrating SRHR into Nursing
and Social Work Education**

**Case Studies on
Inclusive and
Culturally
Responsive Care**

**Promoting Safe, Supportive
and Inclusive Classrooms**

Effective Communication in SRHR





1. Integrating SRHR into Nursing & Social Work Education

- Why SRHR is essential in nursing and social work.
- Definitions and overarching themes of SRHR.
- What students want to learn more about
- Challenges and opportunities to including SRHR in curricula.
- Practical examples for integrating SRHR into teaching.





2. Promoting Safe, Supportive, and Inclusive Classrooms

- Key aspects of teaching SRHR (integration, inclusivity, stigma reduction).
- Understanding intersectionality in SRHR education.
- Sex-positive approaches and normalising conversations.
- Trauma-informed pedagogy for sensitive topics
- The *Circles of Sexuality* framework.
- Inclusive interprofessional discussions and activities.





3. Effective Communication in SRHR

- How to handle different opinions in the classroom.
- Communication skills for professional SRHR discussions.
- The *EX-PLISSIT model*
- Managing mistakes and turning them into learning opportunities.
- Protecting from inappropriate comments/behaviours in professional settings.
- Speaking assertively and setting boundaries.



4. Case Studies on Inclusive and Culturally Responsive Care

- Four case studies with pre-readings, guiding questions and teaching points
 - ❖ SRHR in aged care for residents with dementia.
 - ❖ Inclusive language and LGBTIQ+ people in healthcare.
 - ❖ Addressing domestic violence in acute settings.
 - ❖ Supporting SRHR for young Indigenous people in rural Australia.





5. STIs and Family Planning Information

- Overview of common STIs and family planning/contraception methods.
- Role of nurses and social workers in promoting SRHR in both clinical and community contexts.
- Emphasis on moving beyond risk-focused approaches, reducing stigma, and fostering inclusive, equitable care.



Key takeaways

- SRHR education in nursing and social work is often inadequate and poorly framed.
- The SWAN-SR pilot identified student needs and co-developed a teaching toolkit.
- The toolkit is freely available to help strengthen SRHR education in these professions.



Thank you! Any questions?

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