
Pride And Prejudice: The Lived Experience of Trans-Woman Nursing Students

Rada Joanne A. Alvarado¹, Marnell Beaflo R. Apuda², Marian Bia C. Blanco³, Charlene T. Cabatuan⁴, Sheen P. Congson⁵, and Erica Cris F. Naul⁶

¹⁻⁶Cebu Institute of Technology- University

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Abstract -This study discusses transgender visibility in nursing education and its potential to represent sexual minorities in higher education, shaping sensitive policies for trans students. Despite the increased visibility of transgender and gender nonconforming (TGNC) individuals due to progressive ideals, they continue to face societal challenges within various systems, even with a growing number of allies. Conducted in select non-sectarian nursing schools in Cebu City, the study employed a descriptive phenomenological design, requiring specific inclusion criteria for participant identification. Key informant interviews were performed, and raw audio data were transcribed. The research team applied Colaizzi's thematic analysis technique and NVivo 10 for data analysis. The findings revealed the real-life experiences of trans-woman nursing students (TNS), leading to five salient themes: "Raising My Flag," "Ohana Means Family," "Navigating Campus Climates," "Ally or Adversary," and "The Care I Provide." Ultimately, the experiences of TNS in Cebu City highlight their fortitude and resilience amidst structural obstacles, underscoring the necessity for increased diversity in educational institutions, clinical settings, and society. Both positive and negative encounters illustrate the need for a more accepting culture that affirms the identities of TNS, allowing them to thrive personally and professionally through validation and respect.

Keywords: nursing, transgender women, higher education, gender diversity, qualitative studies

Introduction

The advent of progressive ideals in the past few decades aided in the prevalence of the increased visibility of trans and gender nonconforming (TGNC) individuals. This term is widely used in contemporary settings to describe the members of the LGBT community, specifically those who identify as *transgender* (Pusch, 2005; Levesque, 2015). However, their integration into the larger society continues to face social ordeals despite the increasing numbers of allies (International Lesbian, Gay, Bisexual, and Trans and Intersex Association, 2016).

In recent decades, transgender youth have become more visible, but in the area of higher

education literature, they remain one of the most underserved populations in coeducation institutions (Goldberg, 2018; Beemyn, 2019). Moreover, research about the LGBTQ+ community often focuses on the lesbian, gay, and bisexual sub-groups, which subsequently puts the TGNC at a disadvantage and severely limits the applicability of the findings as a whole (American Psychological Association, 2015; Cahill & Makadon, 2014; Deutsch & Buchholz, 2015).

Moreover, there is scarce information and constitutional policies that can be utilized by higher education institutions that will aid in the well-being of young members of the LGBTQ+ community in the Philippines. From 2007 until 2017, various senate bills were introduced by the 13th – 17th Congress of the Philippines in the House of Representatives to address the discrimination of persons based on their sexual orientation, gender identity, and expression (SOGIE) (Abad, 2019). Unfortunately, these bills have all been refiled continuously. None have been successfully passed as a law, which leaves members of the community with no legal recourse against the possible bigotry and microaggressions that they face in educational institutions, public places, and workplace settings despite continued efforts for public awareness made by LGBTQ+ community advocacy and support groups (De Guzman, 2023).

On the contrary, with the signing of City Ordinance 2660, the Cebu City government acknowledged the LGBTQ+ community and created a more positive environment that aims to formulate ways to protect the welfare of community members as they interact with the larger society (Seares, 2022). However, it remains nonspecific in the context of nursing education.

In addition, heteronormativity still prevails in many parts of society and has become the basis for many cultural standards, social structures, and institutional and civic systems (Javaid, 2018). Heteronormativity implies exclusion in educational settings, especially towards members of the LGBTQ+ community (Magnus & Lundin, 2016). This means that educators must be willing to understand and explore their values and beliefs to create the appropriate environment for interacting with this population (Brennan et al., 2012).

Being openly transgender can be emotionally and mentally challenging. Thus, exploring their lived experiences can provide insight into the mental health needs of these students and strategize plans for providing support. In terms of education, Lim and Bernstein (2012) noted that there is a limited number of professional educators who are trained to provide culturally competent education to transgender students. Further, there is limited literature about the inclusion of transgender education in programs for healthcare professionals. Lim et al. (2013) emphasized its necessity, yet the idea of inclusive nursing and allied healthcare education still has to be translated into reality.

Despite efforts to minimize discrimination and microaggressions against trans- woman nursing students (TNS) in the Philippines, these individuals continue to face complex challenges in various aspects of their lives where their ordeals are particularly pronounced in the academic setting due to the tolerance and hardly any acceptance from peers, families, and mentors. Even in a contemporary society where perspectives are becoming more liberated, societal norms and institutional practices of a binary gender system in the Philippines are still relatively unaltered in ways that often clash with individual identities that can be both empowering and disempowering.

Thus, studying the lived experiences of trans-woman nursing students is essential for promoting inclusivity, equality, and understanding within the nursing and healthcare education system. This study aims to explore the realities experienced by Cebuanx trans-woman nursing students as they prepare to become part of the country's healthcare community.

Methods and Materials

This study utilizes a qualitative research methodology that employs a descriptive phenomenological design. According to Creswell (2013), qualitative research is an inquiry process of understanding based on a distinct methodological approach to inquire or explore a social or human experience. Through employing Husserl's descriptive phenomenological design, the researchers will aim to investigate the careful portrayal of the conscious experience of TTNS persons by following these four steps: bracketing, intuiting, analyzing, and describing. Furthermore, the researchers will construct a comprehensive and holistic picture by reporting the details of informants' responses, analyzing the data by reducing the gathered information into statements and quotes, and conducting the study in a natural setting. Aided by a Husserlian phenomenological approach, it focuses less on the interpretations of the researcher and more on the descriptive lived experiences of transgender nursing students from select nursing schools in Cebu City.

This study was conducted in select non-sectarian nursing schools in Cebu City. The researchers instigated a preliminary survey and determined the number of possible participants that fit the inclusion criteria required for the study. Non-sectarian institutions with inclusive and transparent policies about gender expression will aid the researchers in investigating the lived experiences of transitioning and trans-woman nursing students. This also ensures that the researchers will have qualified participants, which will provide a possible representative image of the existing community in these institutions.

The participants of the study comprised trans-woman nursing students (TNS) who are enrolled in baccalaureate programs of nursing in Cebu City. An inclusion criterion was used to identify qualified participants for the study.

Table 1. *Participants of the Study*

Participant No.	Code Name	Age
KI 1	Red Bloomer	20
KI 2	Orange Bloomer	21
KI 3	Yellow Bloomer	20
KI 4	Green Bloomer	20
KI 5	Blue Bloomer	21
KI 6	Violet Bloomer	20

Note: The table displayed the six (6) qualified participants of the study based on the inclusion criteria.

Sampling Technique

This study utilized a purposive sampling technique in the participant selection. Further, inclusion and exclusion criteria were used to ensure homogeneity in the participant characteristics. The following inclusion criteria are: (1) An individual assigned male at birth who self-identifies as a transgender woman, (2) An individual assigned male at birth who expresses their transgender identity by way of cross-dressing, wearing of make-up, voice modulation, long, kempt hairstyles, or hormonal replacement interventions (3) A trans-woman student currently residing in Cebu City,

(4) a trans-woman student currently enrolled in an undergraduate nursing program in Cebu City, and
(5) Falls within the age range of 18 – 24 years old. Participants who are enrolled in sectarian tertiary educational institutions were excluded due to religious ordinances overriding the implementation of inclusive SOGIE policies in sectarian campus environments.

Data Gathering Procedures

Prior to gathering data through key informant interviews, the researchers ensured that they adhered to the importance of *bracketing* by reaching out to the CIT – University Guidance Center via MS Teams. This guaranteed that while conducting the study, the research team was devoid of any preconceived notions, beliefs, and biases that interfered with the data analysis in relation to the sensitivity of the topic at hand.

The researchers then conducted key informant interviews to gather research data. The participants who qualified based on the inclusion criteria have been considered key informants (KI) as they are already experts on their own. The KI was invited to a face-to-face interview with the researchers at their most convenient time. During the data gathering proper, the respondents were interviewed in a location that was agreed upon by both interviewer and interviewee. Most preferred in a public place but with a quiet and calm ambiance to conduct the interview properly and for the transcribers to follow through intently during the transcription of the data audio recordings.

During the interview, the KI was given a code name to protect their identity. The interview was audio recorded with the KIs' permission by signing the informed consent form. Data saturation was obtained on the sixth participant of the study.

Data Analysis

The study utilized Colaizzi's (1978), referenced by Morrow (2015), descriptive phenomenological technique with the trustworthiness of the data to convey the lived experiences of the selected participants. Through the use of Colaizzi's seven (7) steps of descriptive phenomenological technique that aided in the data analysis, the data provided insights into the distinctive experiences of the individuals and the essence of TNS' lived experience.

Ethical Considerations

The research study underwent an expedited review and was granted approval for implementation by the CIT – University Institutional Ethics Review Committee with an IERC ethical clearance code of 21-0238-NAH-NRS-ALVARADO. To ensure that the study was maintained by the highest standards of ethical conduct, the researchers adhered to the informed consent process, by which the informants were fully informed by the inquirers/interviewers about the purpose of the study, its risk-benefit assessment, and nature of participation, to which they made informed voluntary decisions in joining.

Because the researchers understood that the key informants answered personal questions and spent their personal time participating in the interview, they received a monetary incentive of Php 150.00. Further, the researchers presented the information in an organized fashion so as to allow them time to consider and grab opportunities for questioning. Moreover, the principle of confidentiality was emphasized. As the researchers kept records of the transcriptions of the interviews, the team made sure that they were the only ones to have access to the raw data

transcriptions and the coded transcript files uploaded on the NVivo 10 software. The informants were also assigned code names during the interview sessions, and the team maintained their anonymity and reduced the risk of identifying or linking their data. Moreover, the interviews were conducted privately to adhere to the right to privacy per the Data Privacy Act of 2012.

Results and Discussion

The data transcriptions gave rise to five (5) salient themes that characterized the lived experience of TNS individuals. The themes' titles represent the phenomena of the TNS participants' experiences through the integration of the researchers' lexical creativity that still helped translate the realities of their experience while preserving the trans-woman nursing students' own accounts. Moreover, the themes are not independent from one another; they are interwoven facets of a single collective whole.

Table 2. *Summary of Themes*

No.	Theme
Theme 1	<i>“Raising My Flag”: Expressing the Transgender Identity</i>
Theme 2	<i>“Ohana Means Family”: Family Belongingness and Acceptance</i>
Theme 3	<i>“Navigating Campus Climates”: The Dichotomy of Institutional Policies</i>
Theme 4	<i>“Ally or Adversary”: Exploring the Level of Faculty Support</i>
Theme 5	<i>“The Care I Provide”: The Juxtaposition Between Acceptance-Rejection from Clients</i>

Note: The table displayed the five (5) salient themes identified that represent the realities of the lived experiences undergone by TNS.

Theme 1: “Raising My Flag”: Expressing the Gender Identity

This theme explores the personal journeys of self- and gender identity and expression among TNS and highlights their pursuit of authenticity and the vibrant ways they embrace their individuality despite societal expectations and challenges. All six participants share their insights on the importance of self-expression and gender expression in our society today. Orange Bloomer (KI2) expresses its importance through these statements:

“Oh, we're just human. Actually, it's important, same with straight people if it's important for them, it's also important for us. So that we'll be able to feel validated because, again, we're just human. I'll do my best so that I won't be able to face discrimination, be tolerated and the like, because it really helps me.” (Orange Bloomer, KI2)

Admittedly, experiences of microaggressions are evident in their everyday lives, but Orange Bloomer (KI2) further shares how she is able to freely express herself and how she interacts well with everyone because she does not acknowledge the barriers of expression anymore.

“It's a good thing because I'm happy that I'm accepted by them as a person. I mean, it's a win-win situation. They accept me, I express myself well, and then they're happy as well that I am with them.” (Orange Bloomer, KI2)

In this statement, she describes the universal need for self-expression as an essential aspect of human experience that transcends gender and sexual orientation. Equating the importance of self-expression for transgender people with that of cisgender people, emphasizing that everyone needs to feel validated. She hopes to avoid discrimination and promote open, barrier-free interactions with others by expressing herself authentically. This mutual acceptance not only makes her happy but also promotes social harmony. Violet Bloomer (KI6) also explained her insights about the importance of gender expression as a TNS:

This finding suggests that equality and inclusivity is a fundamental social facet that they yearn for society to establish.

Theme 2: “Ohana Means Family”: Family Belongingness and Acceptance

In this theme, the focus sheds light on familial relationships. Exploring the nurturing and supportive relationships that provide these TNS with a sense of belonging and acceptance, emphasizing the importance of familial understanding and unconditional love. Red Bloomer (KI1) shared their familial experiences with extended family members that brought to light some negative aspects of family acceptance towards their gender identity:

“I am accepted by my parents ever since, but what I fear the most is my uncle who is a police(man); he's too strict, and he doesn't like that there are many transgenders, gays, and the like. He doesn't want me to be influenced by them who are idlers so I persevered as a student, that I may showcase my worth to him even though I am what I am.” (Red Bloomer, KI1)

However, she highlighted that because of their reactions, the circumstances made it an avenue for her to strive hard as a TNS in pursuit of her academics so that she would be accepted. More participants share a similar experience, indicating a common theme of family support countering societal and familial expectations. Orange Bloomer (KI2) shares a story of initially facing her father's lack of acceptance due to fears about discrimination against LGBTQ+ individuals. Despite this, the participant's mother paved way for unwavering support according to her account:

“At first, my father didn't fully accept me, but my mother always supports me in everything I do.” (Orange Bloomer, KI2)

“My father couldn't accept me as gay at first because he doesn't want me to experience the things other gays experience, like being discriminated or sexually harassed.” (Orange Bloomer, KI2)

She further declared that to earn her father's acceptance, she strived to excel in school to demonstrate her independence and value. Over time, her efforts paid off, and she gained

acceptance she has longed for, not just as a transgender individual, but as a capable person. The statements of the key informants emphasized that their parents were supportive of them coming out, however, the hurdles that hindered most of their gender expression were the opinions of extended family members.

Theme 3: “Navigating Campus Climates”: The Dichotomy of Institutional Policies

Another theme that emerged among the participants highlights institutions like educational spaces that go beyond mere tolerance to actively embracing and supporting the diversity of their students. These experiences from TNS are profoundly shaped by institutional support. Highlighting the persistent barriers and challenges within nursing departments reveals an ongoing struggle for genuine parity. Institutional policies often reflect a tolerance of diversity rather than full and true acceptance of sexual minorities. While these policies may allow for the presence of TNS, they frequently fail to create an inclusive environment where these students feel genuinely welcomed and supported. For example, one of the findings report rigid dress codes, haircut policies, and administrative practices that do not accommodate gender identity and rather make TNS feel marginalized. This tolerance without acceptance manifests in the form of superficial compliance with diverse norms, rather than fostering a culture of true belonging and respect. Two of the participants express:

“I felt depressed after our capping ceremony because we needed to cut our hair and I didn’t want to, it was the same circumstance with our upperclassmen who are also trans, they weren’t allowed. They were asked to cut their hair if they wanted to graduate.” (Red Bloomer, K11)

“We already know that there are Cebu City hospitals that have strict policies based on what I heard from other nurses that no matter how hard you try to bargain, even if you were pretty, they won’t allow you to wear the uniform.” (Orange Bloomer, K12)

In this detail, their experience of being allowed to wear the female uniform at university marks a significant step forward for transgender inclusivity. But in hindsight, they also undergo ongoing challenges, such as strict institutional policies in clinical settings requiring TNS to conform to binary gender norms. These institutional rules create a conflicting environment where the progress in gender inclusivity at school is undermined by rigid external policies, leading to feelings of depression and frustration among TNS.

Theme 4: “Ally or Adversary”: Exploring the Level of Faculty Support

Faculty support plays a crucial role in the academic journey of trans-woman nursing students. The educational environment for TNS is significantly influenced by the support—or lack thereof—provided by faculty systems. In this theme, the dichotomy of experiences faced by these students are explored. These contrasting elements reflect the critical role of faculty and educational support in the lives of TNS, highlighting both the potential for transformative guidance and the persistence of systemic challenges. The suppression of trans-visibility by faculty members due to

detrimental beliefs and worldviews of clinical instructors establish academic barriers and challenges that hinder the progress of TNS, emphasizing the persistent obstacles faced by these students in their educational pursuits. Exploring issues such as discrimination, lack of resources and unsupportive learning environments. A participant stressed a tragic experience she underwent with a clinical instructor during an onsite clinical placement. The participant remembers being humiliated and construed in front of a crowd:

“I got so depressed during that time, he humiliated me and underestimated my gender. He confronted me, asking why I was wearing a female uniform and was adamant that it wasn’t allowed because it was in the school rules, and we needed to follow. I wasn’t actually under his advisory that time, yet he was so transphobic towards me that he went out of the way to interfere. He said that if I were to be his advisee he would automatically fail me, and if I were to go on duty with him, I have to abide and follow the gender policies.” (Red Bloomer, KI1)

This finding suggests structural problems in the academic and medical settings, where prejudiced beliefs and a lack of support for transgender people can have disastrous effects on mental health and career advancement. The event emphasizes how critical it is to implement thorough and concrete policies and provide inclusive education in order to guarantee safety, respect, and inclusivity for all, regardless of gender identity or expression. These experiences were not limited to only one participant but also the same for two other participants. One of the participants who experienced the same events articulates:

“It’s sad because I do deeply respect them and look up to them as role models and I want to be like them in the future. I wondered at that time as well if what I was asking for was too much, or maybe I’m the problem, because why would they think that this was wrong? However, I realized that what I was asking for is really quite small. It’s really only about being accepted for who we are as a student. We can fully showcase our potential.” (Yellow Bloomer, KI3)

Yellow Bloomer (KI3) further describes how if she were to be treated better, she can achieve their fullest potential and perform better. Furthermore, she advocates:

“It’s just that important for us, and for others to understand the importance of acceptance and support in our journey as transgender individuals in the healthcare field, because all we want is to help the community and I think we can fully function if we are accepted.” (Yellow Bloomer, KI3)

These findings suggest the significance of true acceptance and support for transgender individuals in the healthcare field, believing that true functionality and community impact come from being embraced in their identity. By diminishing the challenges with clinical instructors who discouraged their gender expression, it paves the way for the essential role of trans-visibility, empowering transgender individuals to excel and contribute meaningfully to their future careers.

Theme 5: “The Care I Provide”: The Juxtaposition Between Acceptance and Rejection from Clients

This final theme captures the positive and negative interactions TNS experience with patients. Addressing the negative experiences TNS have with patients, these findings capture the moments of rejection and judgment they face, highlighting the need for greater awareness and sensitivity within patient interactions. One significant experience prompted Blue Bloomer (KI5) to share:

“There was this old man with NPO status and had just recently undergone an amputation. When I was about to give him antibiotics and other medications, my classmate told me that she would be the one to administer. It was then that I was told by my classmate that the patient didn't like me because he served in the military. He doesn't like the fact that I was his assigned nurse because I was wiping him and giving him bed baths and we were tasked to do a bed bath and there were two of us assigned to that patient. In the end, I wasn't allowed to enter his room, and it was only after our duty week that I was told that the patient didn't like me.” (Blue Bloomer, KI5)

This experience shows how intricate patient preferences are and how they impact interactions with healthcare professionals, emphasizing how important it is to communicate sensitively and openly while delivering patient-centered care. Misunderstandings or preconceived biases can obstruct trust and communication, which can negatively impact the therapeutic nurse-patient connection and the patient's convalescence. Although acknowledging that not everyone may embrace or understand them, the participant strives to promote inclusivity and respect for all genders in order to enable optimal care delivery. They emphasize how real disagreements have an impact on relationships and results in healthcare. Another sentiment by (Yellow Bloomer, KI 3) is conveyed:

“As a transwoman I am okay with diverse opinions, because every day I always hear different opinions, may it be bad, good, or perverse about us (transgenders), so I'm okay with hearing various opinions. People see things differently, and it's fine as well. It's important for us to respect each other's beliefs that creates a more inclusive and understanding environment which will benefit everyone in healthcare.” (Yellow Bloomer, KI3)

This claim from Yellow Bloomer (KI3) acknowledges the everyday reality of TNS in clinical settings, witnessing various perspectives and emphasizes the significance of mutual respect for each other's beliefs. Suggesting resilience and acceptance in diverse viewpoints in daily social interactions has a direct impact on clinical outcomes enhancing the quality of care provided. From this same excerpt she conveys:

“So, the way patients perceive my gender identity can directly impact my clinical performance. If they have biases or misunderstandings, it can affect communication and trust (between us). So, the therapeutic nursing relationship can't be established, which will also hinder the quality of care I provide, so when patients don't feel respected, they lower their confidence in me as their healthcare provider, which ultimately impacts their overall experience. So, promoting inclusivity and respect for all genders is essential for optimal care.” (Yellow Bloomer, KI3)

This claim from Yellow Bloomer (KI3) encapsulates how patient perceptions on trans

expression directly impacts these TNS' clinical performance. Biases and deleterious preconceptions can disrupt communication and trust, both of which are crucial for establishing a therapeutic nurse-patient relationship. Therefore, this further suggests that promoting inclusivity and respect for all genders, for both healthcare workers and clients, is essential in providing optimal care and ensuring positive healthcare outcomes. On the other hand, because TNS strives for the promotion of inclusivity and gender diversity in healthcare, a therapeutic relationship is established when there is a proper venue for nurse-patient interactions. When this is achieved between a patient and a TNS healthcare provider, the positive interactions of the participants with their patients are illuminated, highlighting empathetic connections and mutual respect.

Discussion

In recent years, the inclusion and support of transgender individuals in nursing education have become increasingly important topics within the healthcare community. With an emphasis on self- and gender expression, family acceptance, institutional treatment, faculty support, and patient perceptions, the researchers intend to give light on the particular difficulties and successes encountered by TNS individuals seeking careers in nursing by analyzing these experiences.

According to Depakakibo et al. (2020), transgender women perceive their lived experiences as transformative processes, opportunities for self-growth, and sources of inspiration to fully embody their gender identities. This journey is seen not only as self-affirmation but also as a critical aspect of their personal development and empowerment. The first major theme highlights transgender women's pursuit of gender identity and expression as a form of personal freedom. The findings also emphasize the importance of self- and gender expression in our society today, where the participants claimed that it helps with their self-confidence and how they portray themselves as both nursing students and trans-women.

The second theme reveals a nuanced relationship between the first theme (self- and gender expression) and familial ties among TNS. While many participants feel a strong sense of self and comfort in their identity and orientation, levels of familial support varied. Some participants experienced acceptance and encouragement from family members, while others encountered challenges and a lack of understanding from relatives regarding their self- and gender expression. A study by Katz-Wise (2016) shows consistency with the researchers' findings, stating that parents often react negatively and try to dissuade their children from transitioning. Additionally, De Guzman (2022) mentions that this circumstance is prevalent in the Philippines due to the entrenched culture of Catholicism. Therefore, religious aspects of culture still play a role in the hindrance of TGNC acceptance.

In the third and fourth themes, TNS acknowledge discrimination and stigma as inherent aspects of their lives, encountering external conflicts in various situations. Within academic institutions and among faculty, TNS often faced marginalization and microaggressions, particularly related to their choice of attire and gender-affirming strategies. In the Philippine context, while transgender women may be tolerated, they are not fully accepted (Origenes, 2022).

In relation to this, Gingoyon (2015) wrote an article narrating the calls for acceptance from trans-women in the Philippines, emphasizing that they should be part of the community as Filipino citizens. For TNS, the ability to freely express their gender identity is crucial for their academic success and sense of responsibility. However, little progress has been made, and many transgender students do not feel safe or comfortable in certain educational environments and facilities, such as restrooms, curricula, and the teaching-learning process from faculty

members' pedagogy. The same cries for acceptance can be highlighted in the findings of the study, where TNS wants to raise equality and inclusivity within the nursing educational system.

The fifth and final theme explores the interactions between TNS individuals and their patients. Many participants reported positive patient interactions, though they also described encounters that highlighted both acceptance and occasional difficulties in gender identification. These interactions significantly influence their developing roles as healthcare providers. According to the American Nurses Association (2023), nurses can see greater patient engagement and enhanced compliance when there is a well-established nurse-patient relationship.

However, transgender healthcare workers often face substantial challenges due to societal norms and discrimination, emphasizing the need for institutional support and allyship to create inclusive workplace cultures (Bernales et al., 2023). Based on the TNS' accounts, these varying encounters are ultimately a determinant in their budding roles as healthcare providers. These accounts illustrate the critical role of supportive environments in the professional development and well-being of transgender individuals in healthcare settings for optimal health outcomes to be achieved.

To summarize, the study's findings helped contextualize the various phenomena of TNS' lived experience. It shed light on both the positive and negative aspects of their journey in transitioning and how it shaped their identities as trans-woman nursing students.

Conclusion

Following a thorough transcription analysis, key quotes, and textual and structural descriptions from TNS' personal accounts, the essence of TNS individuals enrolled in Cebu City's lived experiences can be summarized as follows:

"The lived experiences of TNS individuals provide a picturesque illustration of their resilience and determination in the face of societal structures and systemic challenges. These experiences highlight a pressing need for greater inclusivity within the nursing discipline and profession. Trans-woman nursing students wish for institutional policies in educational and clinical spaces that genuinely support their identities, fostering an environment where acceptance and inclusivity are the norm. They express the desire for faculty members and clinical instructors who are not only knowledgeable but also empathetic and supportive of their unique needs. Additionally, positive interactions with patients reinforce their desire for a healthcare system that is respectful and inclusive of all gender identities. Ultimately, these students advocate for a more inclusive society where their identities are validated and respected, enabling them to thrive both personally and professionally."

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