

Community Wellness Initiative

Student Learning Outcomes:

- Examine specialty populations in the community including LGBTQ.
- Identify various community resources available to families in need.

Tuesday: Teams meeting at 0900. Microphones and cameras are required. Attendance is required. We will discuss the schedule for Tuesday and Wednesday and assignments.

Part 1: Please complete the following online activities related to Gender & Sexual Diversity which is a growing population in Pediatrics. We have approximately 158,500 LGB Youth between ages 13-17 in Texas, along with an additional 13,800 Transgender Youth in Texas.

- Complete the Gender Diversity Terminology Quiz. Answers are provided for you to evaluate your knowledge level after you have completed the quiz (you do not need to email the quiz to Mrs. White).
- Watch the following PBS Frontline Film entitled "Growing Up Trans" <http://www.pbs.org/wgbh/frontline/film/growing-up-trans/>
- Review "The Gender Unicorn" and "The Genderbread Person". Where is the conflict with Gender Dysphoria?
- TED Talk "[How to talk \(and listen\) to transgender people / Jackson Bird](https://www.youtube.com/watch?v=HbQZ7jAvgol)":
<https://www.youtube.com/watch?v=HbQZ7jAvgol>
- LGBT Healthcare Training Video: "To Treat Me, You Have to Know Who I Am":
<https://www.youtube.com/watch?v=NUhvJgxxgAac>
- Transgender Healthcare Equality:
<https://www.youtube.com/watch?v=DKKKsu8sv-8>
- Defining LGBTQ:
<https://youtu.be/tRvFj3ugdWU>
- Bill Nye Says THREE YEAR OLDS Can Determine Their Gender:
<https://youtu.be/Rayxew89NyE>
- Simulation Scenario:
<https://www.montgomerycollege.edu/academics/departments/nursing-tpss/nursing-simulation-scenario-library.html#simulationstanscenariotrans%20and%20gender%20non-conforming%20identified%20patient%20care>
You will see: Nursing Simulation Scenario Library.
Scroll to the bottom of the list.
Select: Simulation Scenario: Trans and Gender Non-Conforming Identified Patient Care
[Watch the video.](#)
[Review the Transgender Health Forms.](#)

Remember that we all have “Implicit Bias” which is reflective of our attitudes (positive and/or negative) or stereotypes towards people, things, or groups that can affect our understanding, actions, and decisions in an unconscious manner.

As a health care professional, we must respect our patient’s/client’s choices, whether or not we understand or agree – they are the expert of their life.

Self-reflection allows us to understand our own belief systems, the assumptions that ground those beliefs, and how those assumptions and belief systems impact interactions with our patients/clients.

After you have completed the assignments listed above and have done a self-reflection, write a two-page reflection (11-point Arial or Calibri font, double-spaced) of what you have learned doing the various online activities and how it will impact your nursing practice. Email the summary to Mrs. White by 1700 on Wednesday of CWI Week.

Note: There will be exam questions over this content on the Unit 4 Exam.

Part 2: You will be assigned to a group and will be given a scenario. This will be posted in the CWI folder. The goal of this project is for you to “walk in the shoes” of a family needing resources who depends on public transportation and who has limited money.

Your group will research available community agencies that are applicable to the scenario utilizing <http://www.211.org/>

Wednesday: Teams meeting at 0900. Microphones and cameras are required. Attendance is required. Be prepared to discuss the various learning activities that were assigned for Tuesday on Gender & Sexual Diversity and how it impacts Health Care Professionals.

Your group will continue gathering information about your agencies and then you will put together a presentation about them and how you would get to them utilizing public transportation. Then, you will add voice over to your slides for your presentation. Make sure that you use the most current PowerPoint, which is .pptx to record your audio. Go to Insert, then Audio on the top right.

Review the “In Their Shoes” Project Grading Rubric. Remember to follow the rubric closely when you make your slides and include each category to achieve the highest grade. There is no set limit of the number of slides needed. References are not required for this presentation.

You may also call the agency if there is something you cannot find online. If you do contact them, act like a person who is in need of resources and not a nursing student who is doing a project, as they may treat you differently.

Work on your presentation as a group. You can utilize FaceTime, email, text, Zoom, Teams, etc. to virtually meet with your group to complete the presentation.

You will not be doing a formal presentation in the classroom per the Module Calendar on Tuesday, February 2nd, instead you will just have one of your group members email your presentation to Mrs. White when it is completed. They need to be submitted no later than Thursday, January 28th at 1200 so that Mrs. Gordey and myself have time to grade them. I will be sending all of the presentations out to the class once they have been turned in so that everyone can enjoy your work and creativity and learn about the agencies that your group researched.

Feel free to contact me via phone/text if you have any questions, 806.543.4962 or send me an email on Edvance360.

I hope that you have some fun with this project! And most of all I hope that you will learn some amazing new things that will impact your nursing practice!

Resources for Health Care Professionals:

CDC:

<https://www.cdc.gov/lgbthealth/health-services.htm>

Center of Excellence for Transgender Health:

<https://prevention.ucsf.edu/transhealth>

Gay and Lesbian Medical Association:

<http://glma.org/>

Lambda Legal:

<https://www.lambdalegal.org/>

National Center for Transgender Equality:

<https://transequality.org/>

Services and Advocacy for Gay, Lesbian, Bisexual and Transgender Elders (SAGE):

<https://www.sageusa.org/>

Texas Tech University Center for Campus Life: Office of LGBTQIA:

<https://www.depts.ttu.edu/lgbtqia/>

The Fenway Institute: Th National LGBT Health Education Center:

<https://www.lgbtqiahealtheducation.org/>

The Joint Commission:

https://www.jointcommission.org/-/media/tjc/documents/resources/patient-safety-topics/health-equity/lgbtfieldguide_web_linked_verpdf.pdf

The Mazzone Center (LGBT Health and Well-being):

<https://www.mazzonicenter.org/>

World Professional Association for Transgender Health:

<https://www.wpath.org/>