

Community Wellness Initiative

Student Learning Outcomes:

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

Schedule for Tuesday:

We will meet at CSON in classroom #118 at 0900. Wear classroom attire. If the weather is expected to be cold, please bring warm clothing with you. We will discuss the schedule for Tuesday and Wednesday and assignments.

Tuesday AM:

- Assignment of group and scenario & review the “In Their Shoes” Presentation Grading Rubric.
- 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.
- Research available community agencies that are applicable to the scenario utilizing <http://www.211.org/>
- Research public transportation routes to agencies using <http://www.citibus.com/>
- Public transportation does not include Uber as you are “walking in the shoes of a low income/poverty family”.
- You will walk to a nearby bus stop to get on the bus route that will take you to your first agency. Then, you will get on another bus and visit your second agency. Lastly, you will get on a bus and return to CSON.
- Public transportation will cost money but should be less than \$10.
- Discuss with Mrs. White the agencies you plan to visit before you leave CSON.
- When you arrive at the agencies, 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.
- Notify Mrs. White of any problems/changes that occur during the simulation.
- Visit a minimum of two applicable agencies in person.
- Take pictures on the bus and at agencies for your presentation.
- Get any brochures/written information available at the agencies for your presentation.
- Text Mrs. White when you return to CSON.

Tuesday PM:

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.

According to the Texas Nurses Association, Rule 217.11 Standards Specific to Registered Nurses, we are to “Provide, without discrimination, nursing services regardless of age, disability, economic status, gender, national origin, race, religion, health problems, or sexual orientation of the client served.

- 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=NUhvJgXgAac>
- 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#simulationsscenario%20trans%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 one-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. Bring the reflection to class on Wednesday and turn in to Mrs. White at 0900.

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

Schedule for Wednesday:

We will meet at CSON in classroom #118 at 0900. Wear classroom attire.
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 utilizing PowerPoint or Prezi.

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.

Work on your presentation as a group.

You be doing a formal presentation in the classroom per the Module Calendar on Monday, June 14th.

You will have one of your group members email your presentation to Mrs. White when it is completed. They need to be submitted no later than June 10th by 1700.

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 Mazzoni Center (LGBT Health and Well-being):

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

World Professional Association for Transgender Health:

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