

Community Wellness Initiative

"For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me." Matthew 25:35-36

Student Learning Outcomes:

- Examine specialty populations in the community including LGBT and Poverty.
- 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 or hot, please dress accordingly. We will discuss the schedule for Tuesday and Wednesday and the 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.

LGBT

- 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=HbQZ7jAvgoI)”:
<https://www.youtube.com/watch?v=HbQZ7jAvgoI>
- LGBT Healthcare Training Video: "To Treat Me, You Have to Know Who I Am":
<https://www.youtube.com/watch?v=NUhvJgxAac>
- 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#simulationscenariostrans%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.

Poverty

- Watch the video: “Hard Times Generation: Families living in cars”:
<https://www.youtube.com/watch?v=L2hzRPLVSm4&feature=youtu.be>
- Complete this online Poverty Simulation exercise:
<http://www.playspent.org/>

(click on where it says "Continue to Spent" then "Accept the Challenge" then "Find a Job"). You may do this more than once in order to make it through the month. You are not expected to donate money.

- Read this summary on Poverty:

Poverty is defined by the U.S. government based on income and family size, and the threshold is adjusted annually based on inflation. Poverty exists in every community — urban, suburban, and rural — and children are the poorest members of our society.

In 2016, approximately 13 percent of the U.S. population lived in poverty, including 18 percent of children. Although poverty rates declined between 2014 and 2016 across all demographics, disparities remain. Black, Hispanic, American Indian, and Alaska native children are three times more likely to live in poverty than white and Asian children. Among immigrants, naturalized citizens have the lowest poverty rates, followed by U.S.-born citizens; noncitizens are at highest risk of living in poverty.

Children born into poverty and persistently living in poor conditions are at risk for many health and developmental challenges throughout their lives. Children living in poverty are also more likely to be exposed to violence and suffer from injury and chronic illnesses. Moreover, the effects of persistent poverty can lead to toxic stress and can alter the way a young child's brain develops, which can lead to lower educational attainment and higher rates of crime, teen pregnancy, and substance abuse.

Federal antipoverty programs aim not only to provide economic stability to individuals and families, but also to mitigate the long-term effects of poverty. A number of programs are specifically designed to support early childhood development, including those that provide access to health care through Medicaid and CHIP, early education (such as Head Start and Early Head Start), affordable housing, quality child care, and home visiting. Perhaps the most widely utilized programs are those that provide critical nutrition assistance, such as the Women, Infants, and Children Program (WIC); SNAP (formerly the "food stamps" program); school meals; and summer feeding programs. Without these resources, it is estimated that nearly one in three children would live in poverty instead of one in five.

Poverty has negative effects on:

- Birthweight
- Infant mortality
- Immunization rates
- Nutrition
- Language development
- Social development

(From: Pediatric Adversity and Early Brain Development Toolkit)

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 1 to 2-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 reflection to Mrs. White by Wednesday at 1700.

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 as well as Poverty and how they impact 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.

NOTE: If you are absent on Tuesday, you will be assigned a scenario and will visit the agencies and do a presentation by yourself.

You be doing a formal presentation in the classroom per the Module Calendar on Monday, September 13th beginning at 1000.

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 Thursday, September 9th 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 Mazzone Center (LGBT Health and Well-being):

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

World Professional Association for Transgender Health:

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