

**Addressing the Health Needs of
LGBTQ Populations in Nursing
Curriculum: A Student-led Initiative**

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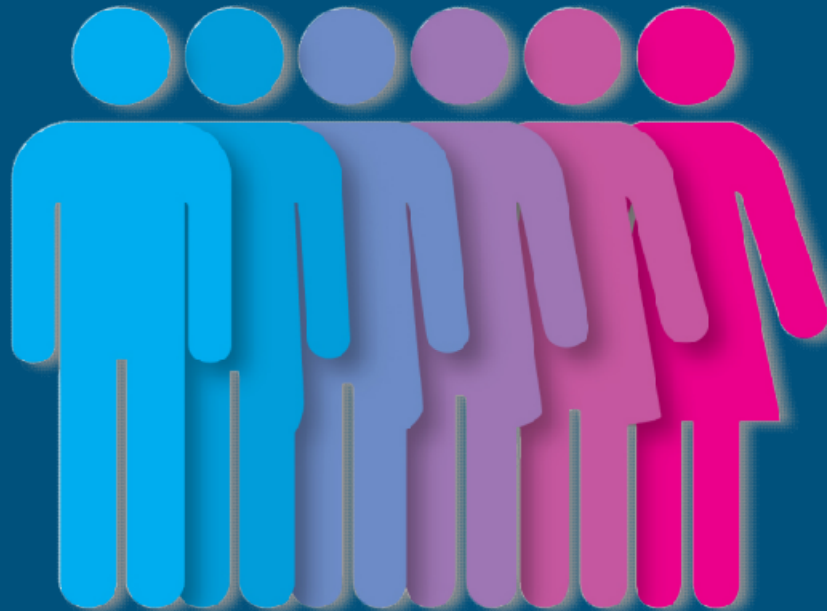


Learning Objectives

- To increase personal awareness of cisheterosexist assumptions and attitudes as healthcare providers based on historic and systemic homophobia and transphobia
- To increase knowledge of the benefits of a peer-led, informal, and dialectic teaching model when working with nursing students
- To build knowledge of evidence-informed best practices when working with LGBTQ-identified clients

Definitions

- Cisheterosexism
- Homophobia
- Transphobia
- Heteronormativity



Reflection

- What is your workplace environment like? Is it supportive of LGBTQ-identified clients and colleagues?
- Have you ever encountered homophobia and/or transphobia in the workplace?



History

Why have LGBTQ people been stigmatized? Why have they faced barriers historically and to the present day?

Enforcement of gender binary through colonization

- Homosexuality viewed as a “disease”
- Transvestism seen as a mental illness in the DSM in 1952
- Decriminalization of homosexuality in Canada in 1969
 - Bathhouse Raids (1981), Pussy Palace Raids (2001)
- Removal of homosexuality in the DSM in 1973
- Inclusion of gender dysphoria in DSM-V as a diagnosis

Contemporary Context

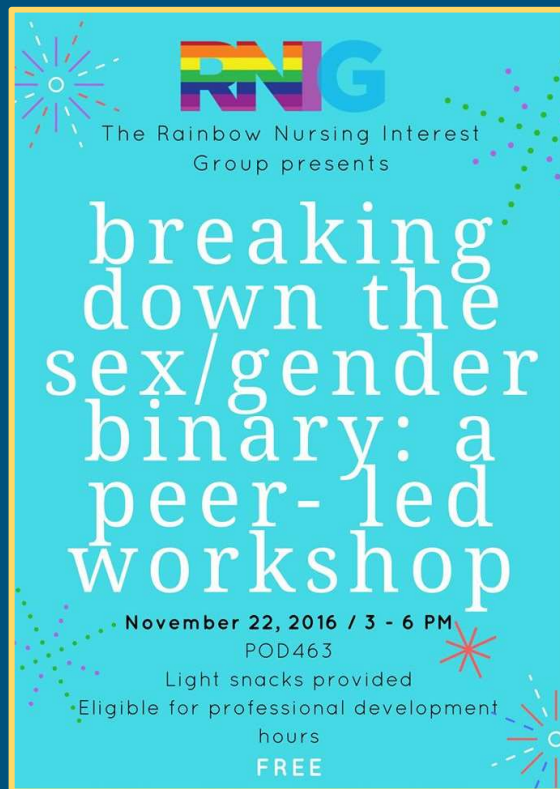
- Lack of LGBTQ-focused content in nursing curriculum
- On average, only five hours of instruction are dedicated to LGBTQ+ content in medical education programs across the United States and Canada (Obedin-Maliver et al., 2011)
- Personal experiences


Intervention



- Informal, peer-led model
- Faculty support, in collaboration with RNAO Region 7 and CNSA
- Delivered twice
 - 11 students participated in November 2016
 - 18 students participated in March 2017
- Positive feedback - use of humour, space to share experiences

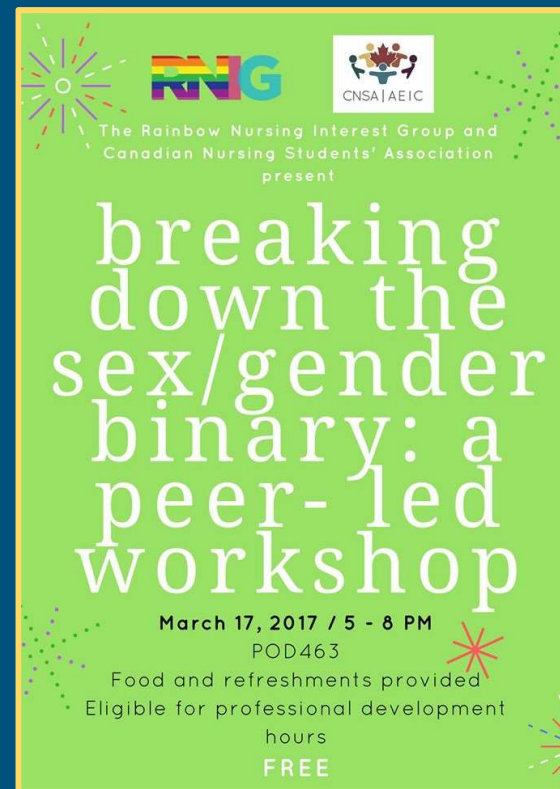
Intervention






The Rainbow Nursing Interest
Group presents

breaking
down the
sex/gender
binary: a
peer-led
workshop

November 22, 2016 / 3 - 6 PM
POD463
Light snacks provided
Eligible for professional development
hours
FREE



 
The Rainbow Nursing Interest Group and
Canadian Nursing Students' Association
present

breaking
down the
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March 17, 2017 / 5 - 8 PM
POD463
Food and refreshments provided
Eligible for professional development
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Limitations

- Time constraints
- Volunteer- and peer-led initiative - unpaid, free time
- Curriculum integration
- Interuniversity promotion
- Provision of reading material beforehand

The Canadian Community Health Standards

Health Promotion

Professional Relationships

Health Maintenance, Restoration and Palliation

Prevention and Health Protection

Capacity Building

Professional Responsibility and Accountability

Access and Equity

Guidelines for Inclusive Nursing Practice

- Act as an advocate.
- Use the pronouns that clients request.
- If you are unsure, use gender neutral language.
- Approach with a curious mindset. Identities are fluid and can change.
- Do your own research.
- Foster a culture of safety and sensitivity in the workplace.



Questions? Comments? Feedback?

We will be walking around after the presentation -
feel free to stop us for a chat if you have a question!

thank you!