Advocacy Training

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Disclosure of Relevant Financial Relationships

• The following faculty of this continuing education activity has no relevant financial relationships with commercial interests to disclose:
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MISSION

• The mission of the Advocacy Program is to be leaders in the integration of, inclusion, and equity to ameliorate health inequities and create affirming healthcare environments.

GOALS FOR TRAINING

• Provide diverse educational programs and training programs for different specialties.
• Integrate components of psychologically safe spaces during all training sessions.
• Teach respectful communication skills in obtaining medical histories and providing culturally competent care for all individuals, families, and communities.
• Continue partnership with Gay Alliance Safe Zone to conduct training to non-healthcare agencies.
Learning Objectives

• Identify proper terminology and distinguish between the different gender identities in LGBTQI patients.

• Determine ways to create inclusive healthcare environments for LGBTQI patients.

• Utilize respectful communication to affirm clinical encounters and meet the individual needs of LGBTQI patients.

• Analyze both the general and health disparities seen the LGBTQI population and create inclusive environments to deliver quality healthcare.
Agenda

- LGBTQ+ Disparities
- LGBTQ+ Terminology
- CASS Model
- Communication techniques
- Guest Speaker
General Disparities in the US

- 74.1% of LGBT+ students are harassed or threatened in American schools.
- Of the 7,898 LGBT+ students involved in a recent study, 71.4% were subjected to hearing derogatory remarks referencing their sexuality.
  - 90% of these students felt feelings of distress during their time on campus
  - 30.3% missed at least one day of school due to harassment or bullying.
General Disparities in the US

• In a study of 6,400 transgender and gender nonconforming people in grades K-12th grade and documented that of these children
  – 78% experienced harassment
  – 35% suffered physical assault
  – 12% were afflicted with sexual violence
  – 15% discerned a sense of threat, severe enough to quit school completely.

• The need for Safe Zones on School Campuses Nationwide
General Disparities in the US

• The discrimination of transgender persons continued into the workplace:
  – 90% of those surveyed reported examples of harassment and mistreatment.

• The economically disadvantaged and less educated population in this group reported:
  • 19% were refused home rental or apartment leasing contracts, found themselves homeless at some point during their life, and reported being outright refused healthcare due to their sexual orientation
Transgender Disparities in the US

• Of this disadvantaged population:
  – 55% of those that sought asylum in homeless shelters reported being harassed by shelter employees
  – 29% were outright refused entry in the shelter
  – 22% were sexually assaulted by either shelter residents or staff.
Transgender Disparities in the US

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  – 55% of those that sought asylum in homeless shelters reported being harassed by shelter employees
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Ryland’s Story

- https://www.youtube.com/watch?v=yAHChqnuX2fk
CASS Model

Training: Coming Out

- Cass model of identity development (1979)
- Knowledge of risks, needs, feelings
- Coming out issues for students of diverse backgrounds
### Vocabulary Match Up Game

<table>
<thead>
<tr>
<th>Term</th>
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<tr>
<td>Agender</td>
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<td>Asexual</td>
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<td>Bigender</td>
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<tr>
<td>Binding</td>
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<td>Biphobia</td>
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<td>Bisexual</td>
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<td>Bottom Surgery</td>
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<tr>
<td>Cisgender</td>
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<td>Disorders of Sexual Development</td>
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<td>Drag King/Queen</td>
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<td>Gay</td>
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<td>Gender Affirming Surgery</td>
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<td>Gender Expression</td>
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<td>Gender Fluid</td>
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<td>Gender Non-Conforming</td>
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<td>Genderqueer</td>
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<td>Heteronormative/Heterosexism</td>
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<td>Intersectionality</td>
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<td>Lesbian</td>
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<td>Minority Stress</td>
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<td>Pangender</td>
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<td>Polyamorous</td>
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<tr>
<td>Queer</td>
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<tr>
<td>Top Surgery</td>
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<tr>
<td>Trans man (Female to Male)</td>
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<tr>
<td>Trans-masculine</td>
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<td>Two-Spirit</td>
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Communication: The Whole Team
Avoiding Assumptions

To avoid making assumptions about gender identity or sexual orientation with new patients, use gender-neutral terms and avoid using pronouns.

For example:

- Instead of: “How may I help you, sir?”
- Say: “How may I help you?”
- Instead of: “She is here for her appointment.”
- Say: “The patient is here in the waiting room.”
- Instead of: “What are your mother and fathers’ names?”
- Say: “What are your parent(s) or guardian(s)’ names?”
- Instead of: “Do you have a wife?”
- Say: “Are you in a relationship?” or “Do you have a partner?”
Using Names and Pronouns

- Another key principle is to use patients’ preferred names and pronouns.
- Transgender people often change their name to affirm their gender identity.
  - This name is sometimes different than what is on their insurance or identity documents.
- Transgender people also want others to use pronouns that affirm their gender identity.
Using Names and Pronouns

- Registration forms should have a space for patients to enter their preferred name and pronouns
- This information should also be included in medical records
- A patient’s pronouns and preferred name should be used consistently by all staff
Case Scenario: Janice and Tonya
Janice and Tonya

- Two women, Janice and Tonya, arrive with a baby for a 6 month check up and immunizations
- A medical assistant introduces herself to Janice and says, “Oh, did you bring your sister? How nice!”
- Tonya and Janice both frown. Tonya says with exasperation, “Actually, I’m her wife and this is our baby.”
  - Why are Tonya and Janice upset?
  - What could the medical assistant have said instead?
  - How could the medical assistant apologize?
Case Scenario: Marcus
Marcus

- In talking about his history, Marcus tells Amy, his nurse practitioner, that he has had 2 male sexual partners this year, as well as female partners in prior years.
- Amy encourages Marcus to have an HIV test by saying, “I recommend all my gay patients get tested at least once a year.”
- After Amy says this, Marcus appears upset.
  - Why is Marcus upset?
  - What could Amy have said instead?
Case Scenario: Ethan
Ethan

- Gladys, the medical assistant, is asked to prepare a patient for a preventative screening. Gladys glances at the chart and notes that the name on the chart is “Emily Turner.” When Gladys enters the examination room where the patient is waiting, she sees a man leaning against the exam table. He says, “Hi, I’m Ethan.”
  - How can Gladys politely determine if she is in the correct room and if the patient is here for a Pap smear?
  - What is the best to convey transgender patients’ preferred names to all staff involved in their care?
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References


Thank You!