LGBTQ Students & The School Nurse

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No Financial Relationships to Disclose

Lesbian Gay **Bisexual** Transgender Queer/Questioning Plus

Be the one

https://www.thetrevorproject.org/wpcontent/uploads/2021/08/Trevor-Project-Accepting-Adult-Research-Brief June-2019.pdf

"If you are neutral in situations of injustice, you have taken the side of the oppressor."

—Bishop Desmond Tutu

272,000

LGBTQ Hoosiers >13 years old

0

State laws protecting kids from conversion "therapy"

34%

Of LGBTQ adults raising children

https://www.lgbtmap.org/equality_maps/profile_state/IN

Human Rights Campaign State Scorecard

Pro-Equality Laws

- NO Anti-Bullying Laws Enumerated Categories in Law
- YES Policy exists: Anti-Bullying Laws Cyberbullying, Alternative Discipline
- YES Policy exists: School Suicide Prevention Policies Required
- NO Protection from Conversion Therapy
- NO Laws to Address LGBTQ Youth Homelessness
- NO LGBTQ-Inclusive Sex Education Laws
- NO Policy exists: LGBTQ Inclusive Juvenile Justice Policies

https://www.hrc.org/resources/state-scorecards/indiana

Indiana Sexuality Education

- Less than half of Indiana schools taught 9-12th grade students how to use a condom
- 2018: HB 65—requires two attempts to get parents to consent to sex ed for their children
- Indiana does not require sex education! Only HIV, organ donation, breast/testicular cancer
- Must emphasize abstinence is the best choice
- Not required to be medically/scientifically accurate

Title IX - 1972

Prohibits schools receiving federal assistance from limiting or denying participation on the basis of sex.

Courts have interpreted this to include prevention from sexual harassment, based on sex stereotypes, sexual orientation or gender identity, or transgender status.

SOGIE

SEXUAL ORIENTATION

GENDER IDENTITY

GENDER EXPRESSION

"Frequent Flyer" Phenomenon

- Signs and symptoms of depression, anxiety, self-harm
- Suicide prevention
- Signs of abuse, bullying, trauma
- Signs of human trafficking, sexual abuse
- Eating disorders

Health Outcomes We Can Impact







School Attendance

In affirming environments, LGBTQ youth are less likely to:

miss school (45.9% vs. 21.3%)

they are also more likely to graduate & have higher GPAs

Bullying

31% of LGBTQ youth

43% of transgender youth have been bullied vs.
16% of non-LGBTQ peers

Suicide

35% of LGBTQ youth

45% of transgender youth have seriously considered suicide vs.

13% of non-LGBTQ peers

https://www.cdc.gov/lgbthealth/youth.htm

Other Risk Factors

- Homelessness
- . ATOD Use
- Victimization/Violence
- Poor academic outcomes
- Self-harm and disordered eating



Do Your Homework



Climate Survey

GLSEN

www.schoolclimate.org

Google



Health Ed Evaluation

Sex ed=health ed

Advocates for Youth tool

NASN-CDC joint toolkit



What the HECAT can help you do

- affordability or the curriculum materials-including cos
- nd promotion of norms that value positive health









Faculty and students in institutions of highe education teacher preparation programs.

To conduct an analysis using HECAT, choose on of the following options: . Create an account in HECAT Celline a

Healthy Sexuality Education

Avoids heteronormativity

Is fact-based, not fear-based

Is sex-positive

Is developmentally-appropriate

Includes all gender identities—gender is not binary

IS TRAUMA-INFORMED



NASN Framework

Framework for 21st Century School Nursing Practice™



® National Association of School Nurses, 2015

BETTER HEALTH. BETTER LEARNING.TM



LGBTQ Students

Position Statement

NASN POSITION

It is the position of the National Association of School Nurses (NASN) that, to provide culturally competent care, school staff and communities should institute affirming policies that support lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) youth. These include bullying, health risk behaviors, and rejection from family and friends. Such challenges can cause adverse mental and physical health effects such as depression and suicidal ideation. Registered professional nurses (hereinafter referred to as school nurses) are uniquely positioned to help LGBTQ youth by creating LGBTQ-affirming spaces, guiding youth towards resources, advocating for school-wide protections, and assuring youth that their identities and feelings are normal and appropriate

BACKGROUND AND RATIONALE

NASN supports comprehensive care, guided by the principles of cultural humility, in safe, inclusive, and affirming school environments for LGBTO youth.

- In addition to increased psychological health risks from bullying, LGBTQ students also
 experience health disparities, such as physical violence; forced sexual encounters; and rates
 of alcohol, tobacco and other drug use that are nearly twice the rates of heterosexual peers
 (Kann et al., 2018).
- LGBTQ youth who do not have affirming parents or guardians are more likely to experience homelessness and associated risk factors than their peers (Guletkin et al., 2019).
- Safe and supportive school environments are accomplished when all school staff are familiar with current LGBTQ best practices and terminology, including use of appropriate pronouns and addressing myths and misconceptions which can contribute to inequities and violence. School staff should use gender-inclusive, non-heteronormative language (Kosciw et al., 2020).
- Barring an explicit legal obligation, school nurses should respect confidentiality and not disclose a student's sexual orientation or gender identity to others, including parents or guardians, without permission from the student (Human Rights Campaign, 2019).
- School nurses should assess LGBTQ students carefully for signs and symptoms related to bullying, violence, and family rejection, such as frequent somatic complaints, recurrent absence from school, poor academic achievement, and signs and symptoms of depression, self-harm, and disordered eating (Hooker, 2019).
- Recognizing the substantial risk for depression in this population due to rejection and stigma, school nurses should provide education for students on depression prevention strategies such as stress management, regular exercise, and finding social support (Perron et al., 2017).
- School nurses should facilitate access to supportive medical and psychological sources of care for students who need referrals, as well as to local resources such as the nearest LGBTQ community center (Wilging et al., 2016).
- School nurses should evaluate health education curricula for medical accuracy, inclusivity, and diversity to reduce risk behaviors and to support positive sexual health outcomes among teens, such as reducing teen pregnancy, sexually transmitted infection rates, and sexual violence (Kosciw et al., 2020).

NASN Position Document

National Association of school Nurses (2021). *LGBTQ Students* (Position Statement). Silver Spring, MD: Author. https://www.nasn.org/nasn/advocacy/professional-practice-documents/position-statements/ps-lgbtq



National Association of School Nurses





Project Thrive

Human Rights Campaign

NASN is a partner organization

Project Thrive Resources

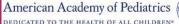
- Call to Action: 2019 YRBS Data
- Checklist
 - Policies & Procedures
 - Continuing Education
 - Climate, Culture, & Counseling
 - Poster "I Proudly Affirm LGBTQ Youth"

Other organizations

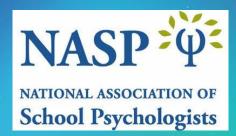
























Civil Rights and Social Justice Section



Helping LGBTQ Students Feel Safe and Supported

- Show that your office is a safe space
- Use the right language, terminology, NAMES and pronouns
- Know your students' rights
- Know local resources





Confidentiality

Never, ever disclose a student's gender identity or sexual orientation without express permission from the student

happy national coming out day to folks who...



ARE OUT IN SOME PLACES BUT NOT OTHERS



CAN'T COME OUT DUE TO FEAR FOR THEIR SAFETY



ARE OUT WITH SOME OF THEIR IDENTITIES BUT **NOT OTHERS**



CAME OUT AS ONE THING, BUT NOW **IDENTIFY DIFFERENTLY**



HAVE NEVER HAD TO FORMALLY COME OUT



HAVE HAD TO COME OUT MORE THAN ONCE



HAVEN'T FOUND A LABEL THAT FITS YET



HAD A TRAUMATIC **COMING OUT**



DON'T FEEL THE NEED TO COME OUT



ARE IN THE PROCESS OF COMING OUT







https://www.nsvrc.org/sites/default/files/2012-09/Publications NSVRC Guides Process-Coming-Out.pdf



Affirming School Environments



Six Supportive Practices

Safe Spaces

Relevant
Health &
Sexuality
Education

Prohibit
Discrimination,
Harrassment

Staff
Development

Access to Social & Psychological Services

Access to LGBTQinformed Health Services

Tips from a Texas Nurse



Don't use "deadnames"

"What are your pronouns?"

"I'm happy to call you by whatever name you'd like."

"Who is your support team?" Family of origin, chosen family

Have a robust suicide intervention plan

GSA – a positive experience for students, staff

National Organizations

- Human Rights Campaign
 - Project Thrive Checklist & YRBS summary
 - Welcoming Schools Programs
 - Webinars and conference
- The Trevor Project
- GLSEN
- Lambda Legal
- ACLU
- Advocates for Youth
- SIECUS
- PFLAG –online academy
- Learning for Justice (Southern Poverty Law Center)

School Nurse Resources



NASN Toolkits

Toolkits contain samples, templates, protocols and /or practice tools. Topics covered include medication administration and vanquishing vaping.

- NASN Position Document "LGBTQ Students"
- JOSN podcast & article:
- https://journals.sagepub.com/doi/suppl/10.1177/1059840520970847
- NASN-CDC Toolkit—developed with CDC for sexual health resources
- https://learn.nasn.org/courses/41997

Thank You for All You Do!



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