Pivotal Moment 2
• Assess students’ perceptions of preparedness of LGBTQ health across three domains: comfort levels, attitudes, and formal training.

• 1,010 students from the Schools of Medicine, Dental Medicine, and Nursing
  52% of the students reported their instructors had NOT demonstrated LGBTQ competency
  48% reported that their school DID NOT integrate LGBTQ content into the formal curriculum.
  79% want further education

4 in 10 LGBT youth (42%) say the community in which they live is not accepting of LGBT people.

www.hrc.org/youth

#LGBTYOUTH

LGBT youth are twice as likely as their peers to say they have been physically assaulted, kicked or shoved at

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#LGBTYOUTH
Nearly one-third (29%) of LGBTQ youth had attempted suicide at least once in the prior year compared to 6% of heterosexual youth (CDC).

**Suicide rates**

- LGBTQ youth contemplate suicide at a 2.6 times greater rate than straight-identified youth.
- LGBTQ youth actively plan suicide at a 2.6 times greater rate than straight-identified youth.
- LGBTQ youth attempt suicide at a 4.0 times greater rate than straight-identified youth.
- LGBTQ youth require medical attention for suicide attempts at a 5.1 times greater rate than straight-identified youth.
• CDC: According to the 2015 YRBS, LGB students were 140% (12% v. 5%) more likely to not go to school at least one day during the 30 days prior to the survey because of safety concerns, compared with heterosexual students.
• Obtains a sensitive sexual health history.
• Creates an atmosphere for the patient that makes the patient feel respected, safe, and encouraged to share his/her views.
• Communicates using open inclusive language.
• Establishes a safe space to discuss safer sex practices.
Chlamydia — Rates of Reported Cases by Region, United States, 2008–2017
• **Patient’s name**: X  
• **PMH**: asthma  

**SETTING**: X is a 15-year-old male. You are the patient’s primary nurse at Karabots primary care office.  
The nursing students will arrive to the first scene in the role of a clinic nurses.  
• Roles  
• Patients (standardized patient):  
• Advanced health care providers (content experts): Katelyn (paired with Brandon) and Sally (paired with Xander)  
• Lead debriefers (Simulation specialists): simulation instructors  
• **Scene 1**: Patient enters the clinic. Patient reports “fluid coming out of my penis”. 
Explores the patient’s sexual activity as it relates to the patient’s complaint of penile discharge by using some of the phrases below:

Suggestions:
• Can you tell me what body parts you use for sexual activities?
• Can you tell me how you use those body parts together with a partner?
• Is the sex or gender with your current partner(s) consistent with past partners or has it changed over time?
• What parts of your body do you enjoy the most?
• Are there any body parts you are curious about?
• Is there a position you find you enjoy more than others - top, bottom or versatile?
• What are ways that you are enjoying sexual intimacy with your partner?
Using Simulation to Deliver Standardized LGBTQ content
The Penn Futures Project
INVESTING IN CHILDREN AND COMMUNITIES
Impact

• Developed disciplinary specific competencies for work with LGBTQ youth in school settings
• Developed interdisciplinary competencies for collaborative interventions in real-world settings
• Confirmed simulation as a powerful learning tool to support inter-disciplinary collaborative training
• Developed documents, including disciplinary specific training videos and faculty training guides for dissemination within & beyond Penn
• Increased sensitivity to vulnerable charges
Mental and Medical Health Support for LGBTQ Youth: Facilitator Resources

In this Course:

LGBT+ Patient Care

- Introduction: Creating an LGBT Inclusive Experience for Teens, Kirsten Hickerson
- LGBT Adolescents and Sexual Activity, Dane Menkin
- LGBT+ Patient Care Considerations, Jeffrey Jin
- Creating an LGBT Inclusive Experience for Patients & Families, Katelyn Regan
- Supporting LGBTQ Youth in the School Setting, Colleen O'Connor

Simulation Overview

- Principles of Simulation, Dimitri Papanagnostou
- Setting the Stage for your Scenario, Ann Marie Hoyt-Brennan
- Debriefing in Simulation, Deborah Becker