LG BTQIA+ YOUTH HEALTH

Ruth Kuehnle MSN, RN-BC
Lecturer, University of Iowa College of Nursing

OBJECTIVES
• Define basic LG BTQIA+ terminology and language
• Define sex versus gender versus sexual orientation
• Identify ways to make your practice/school more LG BTQIA+ friendly

DISCLOSURES
• Within the past twelve months, I have not had any financial relationships with the manufacturers of health care products.
• Community member
• Note: presenting this information from a position of privilege
  • White
  • Middle SES
  • Perceived by others as a cisgender woman
  • American/Western cultural ideas
INTRODUCTION

- Name: Ruth Kuehnle
- Sex assigned at birth: female
- Pronouns: They/them/theirs
- My gender is genderqueer
- My sexual identity is pansexual
- My sexual behavior is monogamous

WHY DOES THIS MATTER FOR SCHOOL NURSES?

National Association of School Nurses (NASN) Policy:
School nurses are responsible for care coordination and should be actively involved in improving the health and safety of the school environment for all students, including LGBTQ students. (NASN, 2016)

- Frequent, consistent contact with children during development
- Perceived as a “safe space”
- Uncertainty of sharing with close friends and family
- Students at higher risk for mental health issues

WHY IS THIS HAPPENING NOW?

- Greater social acceptance of LGBTQIA+ people
- Increase of visibility in the media
- Internet connectivity increased
- At younger ages students have access to information

98% of LGBT youth say they fear negative reactions from friends and family. The top reasons are school, the Internet, and their peers.

www.glbtqyouth.org
BASIC LGBTQIA+ TERMINOLOGY

• Lesbian
• Gay
• Bisexual
• Transgender
• Queer/Questioning
• Intersex
• Asexual/Androgynous

BASIC LGTQIA+ TERMINOLOGY

• Sex
• Gender
• Sexuality

LG BTQ IA + LANGUAGE: SEX

• Sex (Assigned at birth)
  • Based on appearance of external genitalia
  • Chromosomes, reproductive organs and their functions
• Male - MAAB or AMAB
• Female - FAAB or AFAB
• Intersex/Disorders of Sexual Development (DSD)
  • Congenital adrenal hyperplasia w/ ambiguous genitalia
LGBTQIA+ LANGUAGE: GENDER

- Gender Identity
  - Personal sense as a gendered being
- Gender Expression
  - Clothing, mannerisms, voice or how a person performs gender within a spectrum of femininity and masculinity.
- Gender Norms
  - Social and cultural expectation of expression

Cisgender
- Man
- Woman

Transgender – Umbrella Term
- Trans man
- Trans woman
- Non-binary

GENDER NON-BINARY TERMS

- Genderqueer
- Genderfluid
- Gender nonconforming
- Pronouns:
  - They, them, theirs
  - Ze, ze, zirs
  - Ne, nerm, nirs
- Two Spirit
- Hijra
- Travesti
- Mahu
- Third gender
TRANSSEXUAL/TRANS GENDER TERMS

• Female to Male: Trans man
• Male to Female: Trans woman

• Transition
  • Process of moving from one gender to another
  • May no longer identify as trans* after transitioning to affirmed gender
  • “Pre-op” and “post-op” are outdated and should be avoided

SEXUAL ORIENTATION & GENDER IDENTITY

- Sexual Orientation
- Gender Identity

LG BT+ LANGUAGE: SEXUALITY

- Identity/Orientation
  • Heterosexual
  • Queer - umbrella term
  • Homosexual
  • Bisexual
  • Lesbian
  • Gay
  • Pansexual
  • Asexual
  • Questioning

- Behavior
  • MSM
  • WSW
  • WSMW
  • MSMW
LG BT+ LANGUAGE: SEXUAL BEHAVIOR

- Monogamous
- Polyamory/Polyamorous
- Constellation
- Polygamy

*Important to note the behavior can be very different from desire*

ROMANTIC BEHAVIOR

- Romantic attraction
- Often linked but we should not assume
- Examples?

YOUTH

LG BT+ TERMINOLOGY

Terms to Avoid
- +/- Queer
- +/- Homosexual
- Hermaphrodite
- Transvestite
- Transgendered
- +/- Transsexual
- She-Male, Tranny
- MTF, FTM
- Pre-Op, Post-Op, +/- SRS

Terms to Use
- Gay
- Lesbian
- Intersex
- Cross Dresser
- Trans*/Transgender
- Gender Nonconforming
- Trans woman, Trans man
- Cis woman, Cis man
- Gender Affirming/Confirmation Surgery
REASONS FOR CONCERN

• LGBTQ youth are identifying earlier and in larger numbers due to internet online support and an increase in the number of role models
  - Student concerns (NASN, 2016)
    • Family rejection (26%)
    • School/bullying problems (21%)
    • Fear of being out or open (18%)

MENTAL HEALTH ISSUES

• Higher incidence of physical, mental, and social health risks than heterosexual peers (CDC, 2016)
  - Loneliness
  - Lack of acceptance
  - Violence
  - Bullying
  - STIs
  - Unintended pregnancies
  - Substance abuse
  - Anxiety
  - Depression
  - Suicide

CREATING A WELCOMING ENVIRONMENT

• Train all staff
• Use student's self-identified name and pronouns
• Modify patient intake forms
• Record data appropriately in chart
• Gender neutral dress codes
• Offer gender inclusive restrooms
• Display the non-discrimination policy
• School events gender inclusive
• Protect the student by not “outing” them
CONVERSION THERAPY
• Range of dangerous and discredited practices that falsely claim to change a person's sexual orientation or gender identity or expression
• Shows increased risk of depression, anxiety, drug use, homelessness, and suicide in minors
• Use of conversion therapy on minors is banned in the states of Vermont, California, New Jersey, Illinois, and Oregon, as well as the District of Columbia.
• Many major medical organizations reject conversion therapy as unethical practice

BULLYING
• Anti-bullying policies
• Bullying hot spots
• Currently 31 states have no legislation that protects LGBTQ youth from discrimination, and in eight states there are "no promo homo" laws that forbid educators from discussing LGBTQ issues
• Iowa does have antidiscrimination policies related to bullying but does not have any ways to track or follow up

CONCLUSION
• School nurses are uniquely positioned to improve health and safety of LGBTQ students
• It is important to understand commonly used terms to make the student feel more comfortable and accepted
• There are many ways a nurse can help create a more welcoming environment, but it all starts on the individual level
REFERENCES


