Oregon’s New Frontier: Sexual Health Promotion is Sexual Violence Prevention (and more)

Shelagh Johnson
Youth Sexual Health Program Coordinator

HIV/VH/STI Integrated Planning Group Meeting
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Presentation Objectives

By the end of this presentation, participants will be able to:

1) Explain Oregon’s updated sexuality education policy

2) Describe Oregon’s approach through the Oregon Youth Sexual Health Plan and collaborative efforts with community partners

3) Identify possible approaches in their local communities to support sexuality education efforts which are LGBT inclusive, trauma-informed, evidence-based and age-appropriate
Before we start…

Photo credits: Johnson Family
Solidarity Statement
ON RACIAL JUSTICE IN SEXUALITY EDUCATION

We acknowledge difficult topics.
Facilitating change; knowing, shoulders of many before us.

In a country founded on systems of oppression.
Racism & violence; institutionalized racism & violence.

Police brutality.
Profiting, and mass incarceration.

As a gross misuse of power.
Which terrorizes individuals, families & communities.

We know the system.
Is not broken, it is doing exactly as it intended.

If all of this, and so much more,
We also know because we are part of the problem.
We are also part of the solution.

Today we commit to the formation of plans of action.
Towards racial justice.

In solidarity with other movements.
Towards racial justice.

We can, & we must.
As a multicultural group.
We commit to addressing & working to undo racism.
On personal, professional.
Institutional levels.
Within the field of sexuality education.
And in our diverse roles within it.

Because we are sexuality educators.
Teach about love, equity, justice, relationships.
Communication and safety.

Because we believe in living our lives fully.
With intention, agency and freedom from fear.

Because we hold power as individuals.
As organizations.

Photo credit: Shelagh Johnson
GOALS

1. Youth use accurate information and well-developed skills to make thoughtful choices about relationships and sexual health.
2. Rates of unintended pregnancy are reduced.
3. Rates of sexually-transmitted infections are reduced.
4. Non-consensual sexual behaviors are reduced.
5. Sexual health inequities are eliminated.

Photo credit: Shelagh Johnson
What is Sexuality Education?

Don't have sex. Because you will get pregnant and die.

NOT THIS!
What do you remember?
Oregon, 2009

Photo credit: Unknown
Additional legislation

• Healthy Teen Relationship Act 2013

• Erin’s Law 2015

• Healthy Teen Relationship Act amended in 2015
Key Terms within Oregon’s Policy
OAR 581-022-1440 (approved December 2015)

• “Best practice”
• “Culturally inclusive”
• “Gender expression”
• “Gender identity”
• “Gender role”
• “Gender sensitive”
• “Healthy relationship”
• “Medically accurate”
• “Non-consensual sexual behavior”
• “Student bystander behavior”
REALLY Key Terms

- “Sexual intercourse”
- “Sexual orientation”
- “Skills based”
- “Shame or fear based”
- “Consensual”
A CALL TO ACTION:
LGBTQ YOUTH NEED INCLUSIVE SEX EDUCATION

EXECUTIVE SUMMARY

Lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) youth need and deserve to learn in settings that are inclusive of their experiences and that give them the education necessary to stay safe and healthy. Far too many LGBTQ youth are sitting in classrooms where their teachers and
So what, now what?

- Revised Health Education Standards
- Local school district curriculum adoption
- Program implementation throughout Oregon

Big picture:
- Unknowns related to federal funding support
- Outdated curricula
- Policy moving faster than implementation
Revised Health Education Standards (a few examples)

GRADE 1

Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- HE.4.K.1 Identify healthy ways to express needs, wants, and feelings.
- HE.4.K.2 Identify effective active listening skills.
- HE.4.K.3 Identify effective refusal skills to avoid or reduce health risks.
- HE.4.K.4 Identify sources of support to go to if threatened or harmed.
- HE.4.K.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
- HE.4.K.6 Discuss effective ways to communicate personal boundaries and show respect for the boundaries of others.
- HE.4.K.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.
Revised Health Education Standards (a few examples)

GRADE 7

HE.2.7.18 Explain how school and public health policies can influence health promotion and disease prevention.
HE.2.7.19 Compare multiple external influences that have an impact on one’s attitudes about gender, sexual orientation and gender identity.
HE.2.7.20 Compare factors that may influence condom use and other safer sex decisions.
HE.2.7.21 Analyze external influences that can impact one’s beliefs about what constitutes a healthy intimate relationship.
HE.2.7.22 Compare external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.
HE.2.7.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.
HE.2.7.24 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.
HE.2.7.25 Describe how our values impact our sexual health-related decisions.
Revised Health Education Standards (a few examples)

GRADE 12

HE.1.12.13 Compare and contrast human sexual and reproductive systems including body parts and their functions.
HE.1.12.14 Define contraceptive methods including emergency contraception and describe their mechanism of action.
HE.1.12.15 Identify health care practices related to physical changes during adolescent development and early adulthood.
HE.1.12.16 Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity and gender expression.
HE.1.12.17 Explain how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood.
HE.1.12.18 Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.
HE.1.12.19 Discuss the importance of treating people with HIV or other STDs with respect.
HE.1.12.20 Describe the human sexual response cycle, including the role hormones play.
HE.1.12.21 Describe the laws related to sexual health care services, including confidential testing and treatment; and disclosure of STD status.
HE.1.12.22 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.
Oregon Program Examples

- The YSH Program within the Public Health Division (thanks to federal funding) supports five community partners to implement programs throughout the State:
  - Adelante Mujeres (Washington County)
  - Deschutes County
  - Jackson County
  - Klamath County
  - Malheur County

- Added two new curricula in 2016, Family Life and Sexual Health (FLASH), and Rights, Respect, Responsibility (3Rs)

- Continues to support implementation of ¡Cuídate!, a culturally specific intervention focused on Latino youth.
Not without challenges
http://abduzeedo.com/50-incredibly-cute-baby-animal-pictures-around-world
Opportunities
Possibilities
Future Thinking
So what, now what?
Contact information:

Shelagh M. Johnson, Youth Sexual Health Program Coordinator
Oregon Health Authority, Public Health Division
Adolescent & School Health Program
shelagh.m.johnson@state.or.us
971-673-2016