

OHA & Advocates for Youth Session 2:

Cultural Responsiveness at SBHCs
March 14, 2024



WELCOME!



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TODAY'S AFY TEAM

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(He/Him)

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(She/They)

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HOUSEKEEPING

- This training will be recorded and any comments and/or feedback from non-presenters will be edited out.
 - The purpose for this is to create a safer space and supportive learning environment.

Advocates for Youth

Young. Powerful. Taking Over.

Rights.

Respect.

Responsibility.

Advocates for Youth

Young. Powerful. Taking Over.



ECHO

ENGAGING COMMUNITIES AROUND HIV ORGANIZING

Advocates for Youth

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YOUTHRESOURCE

INTRODUCTIONS

NAME, PRONOUNS, COUNTY,
ICEBREAKER, TELL US IN THE
CHAT OR ALOUD:

*Did you have a trusted adult at
school (K-12)? If so, what made
you trust them?*

SESSION 1 REVIEW



Advocates

Culture	a set of shared values, goals, beliefs, and practices that are held and shared by groups of people and communities
Cultural responsiveness	acknowledging and responding to different backgrounds, worldviews, and lived realities of other people in our lives
Health disparities	preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations.
Bias	attitudes, stereotypes, and beliefs that can affect how we treat others
Privilege	certain social advantages, benefits, or degrees of prestige and respect that an individual has by virtue of belonging to certain social identity groups

SESSION 1

STRATEGIES

- Accept that *everyone* has explicit and implicit biases. Recognize that these biases may impact the care that you provide.
- Be willing to examine your own reactions to others with curiosity and open-mindedness rather than judgment.
- Commit to providing kind, respectful, high-quality care to every student that you see.

REVIEW - Self Reflection HW

- Be clear about your own attitudes and biases.
- Understand how discrimination, including racism, homophobia, and transphobia affect students.
- Take action to ensure all students feel affirmed at your SBHC.



SESSION 2 OBJECTIVES

- Assess the cultural responsiveness of your school-based health center's services, policies, practices, management accountability, and clinical environment
- Describe school-based health center culturally responsive services, policies, practices, management accountability, and clinical environment

CULTURE @ YOUR SBHC

- What does the culture at your SBHC look like?
- What does the culture at your SBHC sound like?
- What does the culture at your SBHC feel like?

SBHC Culture: 🖐️ True/False?

- Every SBHC in Oregon has similar language and forms of communication (jargon, labels, meetings, brochures, English, etc.)
- Every SBHC in Oregon has similar beliefs and values (Especially regarding what is school health; what causes health issues in students; how professionals should respond; who is in charge)
- Every SBHC in Oregon has similar tools (Hours of operation, the format of plans, electronic health forms and questions)
- Every SBHC in Oregon has a similar development history? (SBHC onboarding process/institutionalization, community support, etc.)

SBHC Similarities & Differences

- What do you think is similar across all SBHCs in Oregon?
- What do you think *should be* similar across all SBHCs in Oregon?
- What do you think *should be* different across all SBHCs in Oregon?

COMPARISON QUESTIONS

How did you feel while you did these comparison activities?

How often do you and your individual SBHC reflect on questions like these?

How can you apply what you heard in these activities to your life and work?

Management Accountability

[MN Department of Human Services](#)

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SBHC Management Accountability

- Does your SBHC work beyond the required tracking of key performance measures and collecting student satisfaction surveys? If so, how? How does your SBHC make the most of these requirements?
- If applicable, does your SBHC sponsor develop strategies and systems to support long-term financial stability?
- Does your SBHC and school work as partners and have a shared vision to improve cultural responsiveness?

Management Accountability Considerations

- Individual SBHCs need to look beyond their own policies and practices. They must insist that their organizations and the broader systems engage in a process of change.
- Keep in mind that “professional identities of health and education staffs in the SBHC, worldviews, power differentials, and community tensions” play a role in whether or not the goals of cultural responsiveness can be achieved.
- Prioritize a “culture of collaboration” and working outside of silos.

[Community Psychology](#)

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Management Accountability Strategies

- Conduct an SBHC and/or agency-wide assessment of diversity in decision making groups.
- Ensure all SBHC hiring panels are made up of diverse members and that at least one question involves diversity.
- Form partnerships with external youth-serving organizations to develop stable and sustainable funding mechanisms for expanded services.

Services

- Should adapt to maximize the respect of and relevance to the beliefs, practices, culture and linguistic needs of *all* students.
- Should ensure competent language access and incorporate diverse cultural approaches, strengths, perspectives, experiences, values, norms of students to make services and programs more welcoming, appropriate, and effective for all students.

[CLAS Standards](#)

- Does your SBHC “offer language assistance to [students] who have limited English proficiency and/or other communication needs at no cost to facilitate timely access to all healthcare and services?”
- Does your SBHC “inform all [students] of the availability of language assistance services clearly and in their preferred language, verbally and in writing?”

[ORS 456.005](#)

Service Considerations

- SBHCs should reflect the racial, linguistic, and cultural backgrounds of students served, or they may avoid services.
- SBHCs should acknowledge that services are not equally available and accessible. The student's access to services offered by the SBHC may greatly differ from the services that their family members receive now, in the past, and in the future.
- Recognize that all tools and processes are built around the needs of the SBHC staff unless they have been explicitly built to be student-centered.

Service Strategies

- Prioritize student strengths over their weaknesses. Get experience in understanding and defining a student's strengths (or protective factors) in the context of these weaknesses (which may be a result of health disparities and -isms).
- Articulate cultural responsiveness into your SBHC's mission statement, principles, and key initiatives. Cultural responsiveness isn't an extracurricular, but instead, a priority.
- Track staffing and student demographics, and language capacity.
- Use data and input to make recommendations regarding design or improvement of programs, service delivery and coordination with school and community resources.

BREAK



Policy

Scenario

During Dakota's check-up, a SBHC provider asks questions and fills out an electronic form. The form asked for Dakota's gender. It only provides two options: male or female. It will not move forward without an answer. When asked about their gender identity, Dakota says they do not affiliate with one gender. Dakota says that they prefer to be recognized as non-binary regarding gender.

The SBHC provider says: "I can't move forward on the form if you don't pick a gender." There is some discussion in which the young person tries to explain why they cannot select a single gender. The SBHC provider adds: "I understand, but we must do something, or I can't complete the assessment. Let's just put down whatever is on your birth certificate."

[Scenario](#)

What, if anything, could be done differently?
How is this scenario related to cultural responsiveness? Policy? Practice?

Policy Considerations

- Just because “it’s always been done that way” doesn’t make it correct.
- Just because “the form or record has to ask for this information in this way,” doesn’t mean it’s harmless.

Policy/Practice Example - Electronic Health Records

Jones, Emma	MRN: 800008223	DOB: 02/15/2004	FYI: None
Preferred Name: Max	CSN: 8000070715	Age/Sex: 14 y.o. / F	Allergies: Not on File
Primary Cvg: None		Pronoun / Gender ID: he/...	My Sticky Note: 
			Pronoun / Gender ID: he/him/his / Male [2]

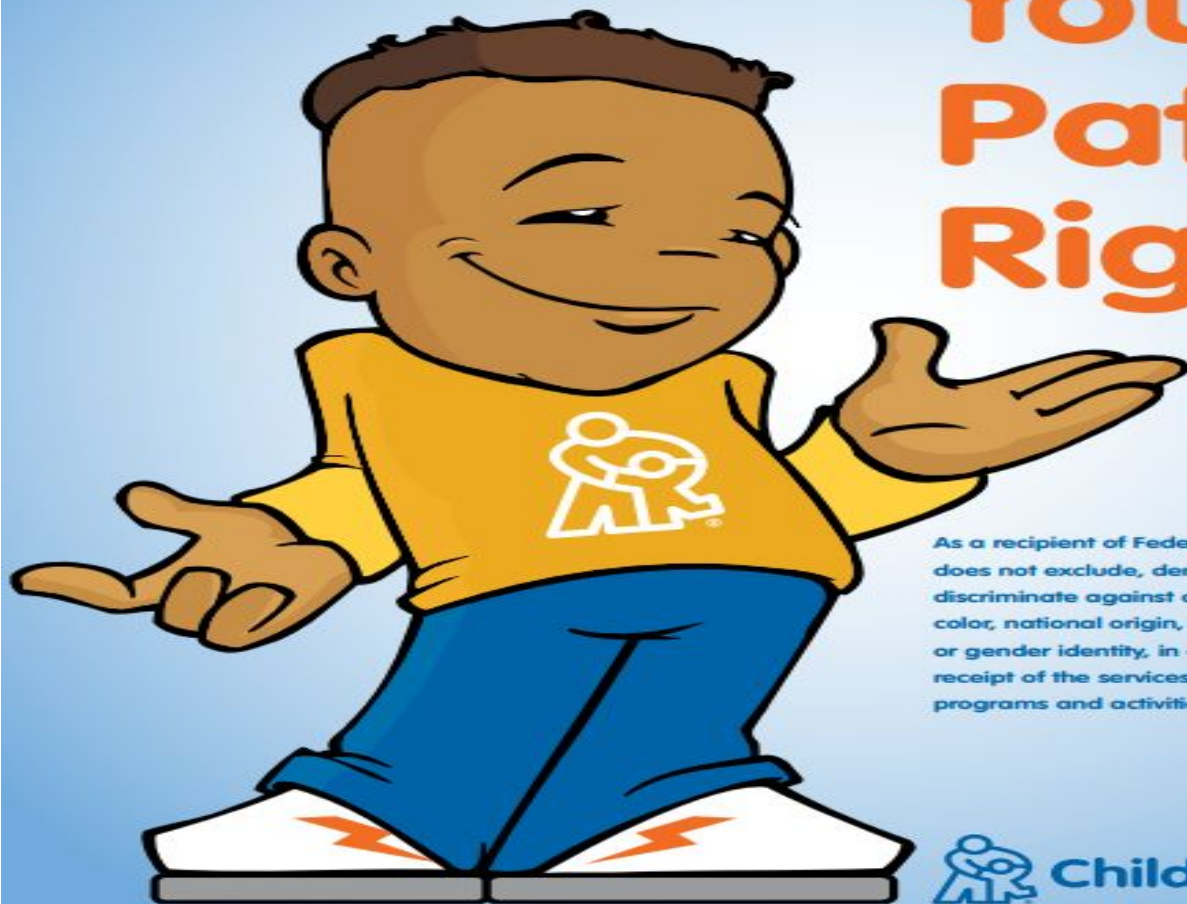
Policy Example

Non-Discrimination

Inclusive non-discrimination policies which explicitly mention race, ethnicity, immigration status, religion, native language, sexual orientation, gender identity, and gender expression are crucial for building an organization's foundation for inclusion for all youth. Once created, these policies should be made public and promoted within the organization's physical space and online.

“(Organization) will take all reasonable steps within its control to meet the diverse needs of all youth and provide an environment in which all individuals are treated with respect and dignity, regardless of race, ethnicity, immigration status, religion, native language, sexual orientation, gender identity, and gender expression, or other protected categories.”

Know Your Patient Rights!



As a recipient of Federal assistance, Children's Mercy does not exclude, deny benefits to, or otherwise discriminate against any person on the basis of race, color, national origin, disability, age, sexual orientation, or gender identity, in admission to, participation in, or receipt of the services and benefits under any of its programs and activities.



Children's Mercy

Practices

Practices - Take a Strengths History (SSHADESS)

S: Strengths

S: School

H: Home

A: Activities

D: Drugs and substance use

E: Emotions, eating, and depression

S: Sexuality and Gender Identity

S: Safety

***Additional question: Spirituality**

[SSHADESS 101](#)

[SSHADESS Handout](#)

[Where did SSHADESS evolve from?](#)

[Pre-SSHADESS](#)

SSHADESS Questions

- Strengths - *What do you like doing? How would you describe yourself? Tell me what you're most proud of?*
- School - *What do you enjoy most about school? Least? How are your grades? Any different from last year?*
- Home - *Where do you live?/Tell me about your living situation. Who lives with you?*
- Activities - *Are your friends treating you well? What kinds of things do you do just for fun?*
- Drugs and Sub. - *Do any of your friends talk about smoking cigarettes, vaping, taking drugs, or drinking alcohol?*
- E, E, and D - *Have you been feeling stressed? Are you feeling more bored than usual? Have you been feeling down, sad, or depressed?*

SSHADESS Under the Clock

- *How is school going?*
 - *What's been going on?*
- *Would you describe yourself as pretty happy or stressed? or How is life going for you?*
 - *When you're not happy, how do you handle it and who do you talk with?*

Practices - Take a Strengths-Based / Protective Factors Approach

- Identify the strengths of students early and reinforce them
- Look for examples of past difficulties that the student has successfully overcome
- Use reflective listening and pause
- Create a comfortable, trusting, nonjudgmental setting


SSHADESS

What, if any, reactions do you have to SSHADESS?

How might SSHADESS be beneficial to students? Harmful?


Is SSHADESS be related to cultural responsiveness? How?

Practices Example



STUDENTS DURING RAMADAN & SBHCS







APRIL 1 – MAY 1



Ramadan is a holy month of fasting, introspection and prayer for Muslims, the followers of Islam.

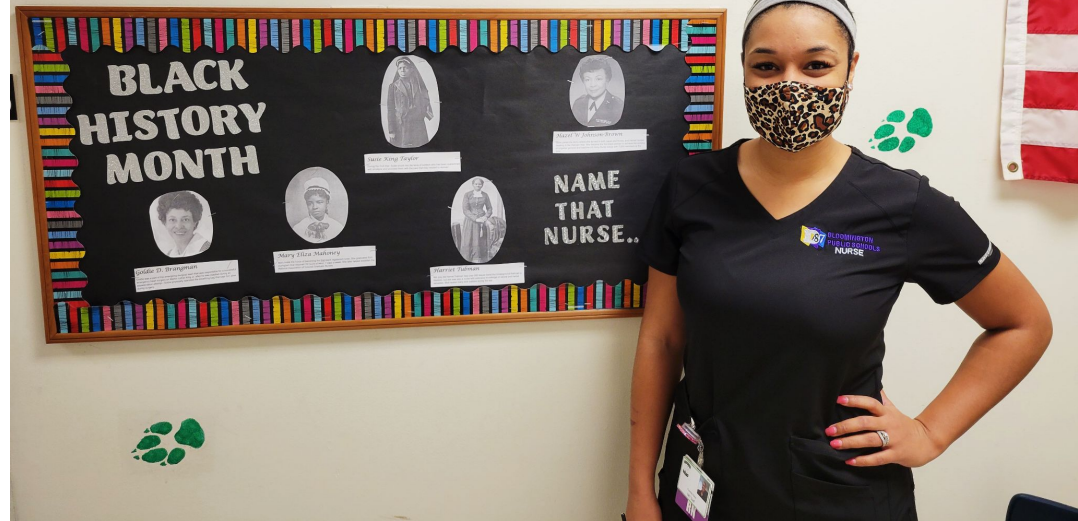
For **our team of SBHCs**, we encourage **all** to be as **flexible** as possible for students observing Ramadan, including offering alternate or any accommodations as needed.

In any case, **Students** are encouraged to communicate directly with their instructors, or SBHC staff.



I'TIKAF PRAY AT NIGHT NIGHT ZIKR FASTING IFTAR READING OUR'AN

[Ramadan & SBHCs](#)



Alliance @NYSBHA · Jun 29, 2021

While the **#pride** month is ending, the importance of pride continues !

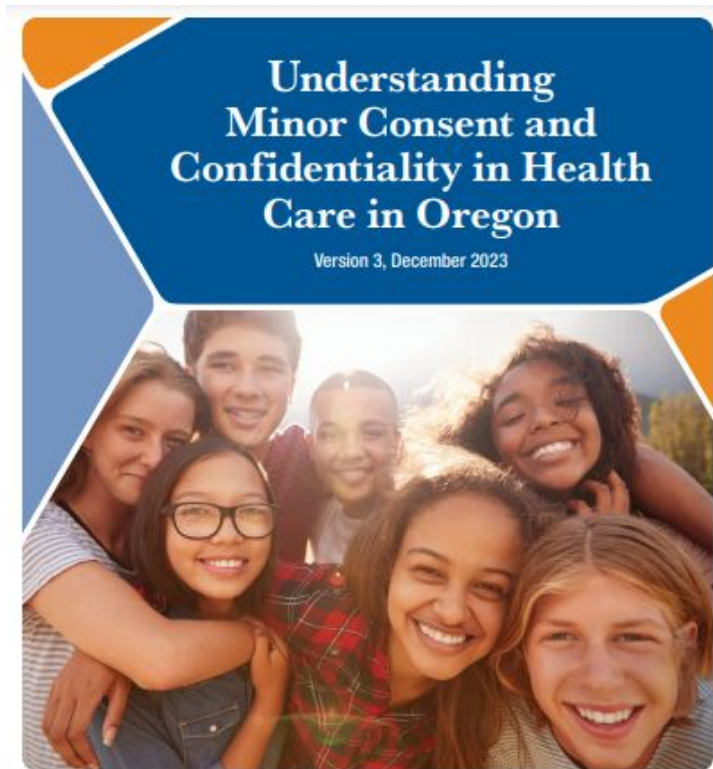
 If you want to learn the 6 tips for talking about **#pride** month and LGBTQ+ rights with kids visit: nysbha.org/news

#sbhc

[BHM & SBHCs](#)

[NYSBHA](#)

Practices Example - Confidentiality



Post information about confidentiality and minor consent:

- On website
- Throughout health center – lobby, bathrooms, exam rooms
- Distribute a handout on confidentiality and minor consent to all adolescent patients during their visit.

[Understanding Minor Consent and Confidentiality in Health Care in Oregon](#)

Practices Scenario

Juniper is having her annual physical exam with Dr. Jones, an openly cisgender gay male physician. Dr. Jones recently skipped the SBHC's training on LGBTQ care because he believed he already knew everything about LGBTQ health. Dr. Jones asks Juniper, "Are you sexually active with men, women, or both?" Juniper says, "I am sexually active with one woman." Hearing this, Dr. Jones skips the questions about condom use. Unbeknownst to Dr. Jones, Juniper's partner is a transgender woman.

How does this demonstrate the importance for every team member to receive training in LGBTQ health & cultural responsiveness?

How could the doctor rephrase his question to ensure effective communication?

Do Not Use	Instead Use
Able-bodied; normal	A person without a disability
The blind	A person that is blind
Handicap; handicapped	A person with a disability
Slow learner	A person with a learning disability
Confined to a wheelchair; wheelchair-bound	A person that uses a wheelchair
Victim; sufferer (AIDS Sufferer)	A person living with HIV/AIDS; survivor
Addict, Alcoholic, Junkie	A person with an alcohol problem
Crazy, insane, psycho, nut, maniac	A person with a mental disability, behavior disorder, emotional disability
Brain-damaged	A person with a brain injury
Illegal immigrant; illegal alien	A person who is undocumented
Ladies, gentleman, sir, girls, guys	Friends, folks, everyone, you all
Girls and boys, you guys	Youth, students, young people
Mom, dad, mother, father	name, parent, guardian, caregiver
husband/wife, boyfriend/girlfriend	partner, spouse, significant other, loved one
Maternity, paternity	Parenthood, natality, pregnancy, parental
aunt/uncle	parent's sibling, cousin
Boy, girl, daughter, son	child, newborn, baby

Gendered	Gender Neutral or Inclusive
Boy, girl, daughter, son	Kid, child, newborn, baby
Breasts	Chest
Breastfeeding	Lactation, nursing
Vulva	External pelvic area
Vagina	Internal genitalia, genital opening, frontal pelvic opening
Penis	External genitalia
Uterus, ovaries	Internal reproductive organs
Pap smear	Cancer screening
Bra, panties, boxers, briefs	Underwear
Period, menstruation	Bleeding
Motherhood, fatherhood	Parenthood

Practices Strategies

- Emphasize to the student that your approach is nonjudgmental and that you welcome future visits.
 - *“I’m here for you, and I want you to feel comfortable confiding in me. If you have something personal to talk about, I will always give you accurate information.”*
- Ask for clarity, instead of guessing, how names are pronounced
 - *“Please remind me of the correct pronunciation of your name.”*

Practices Strategies

- Encourage students, especially those with medical mistrust and/or limited health literacy to be active agents in the decision-making processes related to their health care (e.g., scheduling appointments, asking questions about their care)
- Provide students with youth-friendly resources on relevant topics including clinical and health literacy.
- Survey student opinion on the quality of cultural responsiveness, especially related to cultural language assistance services provided (if applicable).



Clinical Environment

Clinical Environment Examples



Catherine Casey, MD, promotes LGBTQ health by providing visible safe spaces for patients.



www.TrueColorsUnited.org

Clinical Environment Examples



[Video link](#)

AMAZE: Consider waiting room vids



[Video link](#)

Clinical Environment Strategies

- Allow students to add their name, legal name, pronouns, race, ethnicity, sexual orientation, and religion on intake forms.
- Use inclusive language when asking for patients' gender
- Separate sex and gender – ask one question about the patient's gender identity and another question about their sex assigned at birth. Do the same separation for race and ethnicity.
- Celebrate cultural months/weeks/holidays (Black History Month, Women's History Month, Pride Month, Ramadan, Indigenous People's Day, etc.)

Cultural Responsiveness & SBHCs

- ❖ Listen to the young person's perception of the health issue
- ❖ Explain your perceptions of the issue and your strategy for treatment
- ❖ Acknowledge and discuss the differences and similarities between these perceptions
- ❖ Recommend treatment while remembering the student's cultural parameters (and SSHADESS)
- ❖ Negotiate agreement. Understand the student's perception so medical treatment fits in cultural framework

[Ladha et al., 2018](#)

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WRAPPING UP

Tell us one thing:

- You learned from this session
- You enjoyed from this session
- You plan to do as a result of this session

BUILDING CULTURAL RESPONSIVENESS:

A Toolkit for Youth-Serving Professionals



Rights.
Respect.
Responsibility.

**Advocates
for Youth**
Rights. Respect. Responsibility.
advocatesforyouth.org

[Toolkit Link](#)

HOMEWORK

Please complete this anonymous Assessment by **Monday, April 1, 2024**. Results will be shared back at the beginning of session 3.

<https://advocatesforyouth.wufoo.com/forms/cultural-responsiveness-policies-and-procedures>

UP NEXT

Join us for Session 3: Cultural Responsiveness
at SBHCs on **Tuesday, April 30, 2024** from
10:30am-12:00pm

For training content questions, email
queerequity@advocatesforyouth.org

For registration and logistics questions, email
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