

OHA & Advocates for Youth Session 3:

Cultural Responsiveness at SBHCs
April 30, 2024



WELCOME!



BIRTH CONTROL
O O O O O O

TODAY'S AFY TEAM

Louie Ortiz-Fonseca (He/They)

Director, LGBTQ Health & Rights

Armonté Butler (He/Him)

Associate Director, LGBTQ Health & Rights

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.

BIRTH CONTROL
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Rights.

Respect.

Responsibility.

Advocates for Youth

Young. Powerful. Taking Over.



ECHO

ENGAGING COMMUNITIES
AROUND HIV ORGANIZING



Advocates for Youth

Young. Powerful. Taking Over.



YOUTH RESOURCE

RESIST.
PROTEST.
FIGHT 4
POLICY
CHANGE.

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INTRODUCTIONS

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

*What is 1 action that you can take
in May to ensure that your SBHC
is culturally responsive?*

SESSION 1

- Described culture, cultural responsiveness, health disparities, & the role of privilege on youth health outcomes
- Described strategies for being a culturally responsive youth-serving individual

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.

SESSION 2 OBJECTIVES

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

Session 2 Review - Service Strategies

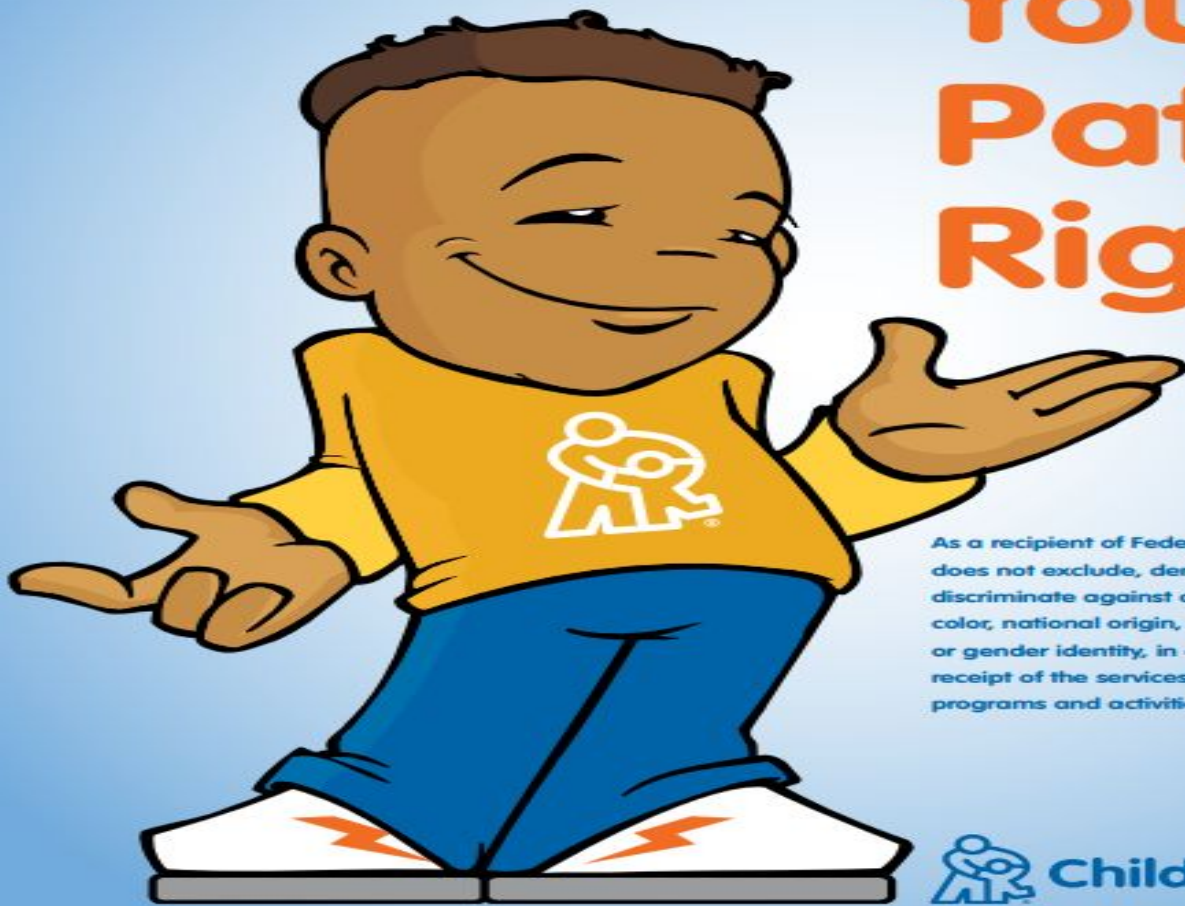
- Prioritize student strengths over their weaknesses. Get experience in understanding and defining a student's strengths (or protective factors) in the context of these weaknesses (which may be a result of health disparities and -isms).
- Articulate cultural responsiveness into your SBHC's mission statement, 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.

Session 2 Review - 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]

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

Session 2 Review - Practices



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](#)

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.”

Session 2 Review - Clinical Environment



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



Session 2 Review - Practices

- 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).



SESSION 3 OBJECTIVES

- Develop actionable goals to improve the cultural responsiveness of SBHC services, policies, practices, management accountability, and clinical environment at their school-based health center

IDENTITY GAME

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IDENTITY ACTIVITY

Identities List

- Sexual Orientation
- Education
- Political Affiliation
- Religious Affiliation
- Gender Expression
- Gender Identity
- Socio-Economic Status
- Immigration Status
- Health Status
- Appearance
- Race
- Ethnicity
- Age
- Native Language
- Physical Ability/Disability

CHOOSE THE IDENTITY THAT YOU FEEL THE MOST SAFEST?

Identities List

- Sexual Orientation
- Education
- Political Affiliation
- Religious Affiliation
- Gender Expression
- Gender Identity
- Socio-Economic Status
- Immigration Status
- Health Status
- Appearance
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- Ethnicity
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CHOOSE THE IDENTITY THAT YOU FEEL THE LEAST SAFEST?

Identities List

- Sexual Orientation
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- Immigration Status
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- Race
- Ethnicity
- Age
- Native Language
- Physical Ability/Disability

CHOOSE THE IDENTITY THAT YOU FEEL THE MOST POWERFUL?

Identities List

- Sexual Orientation
- Education
- Political Affiliation
- Religious Affiliation
- Gender Expression
- Gender Identity
- Socio-Economic Status
- Immigration Status
- Health Status
- Appearance
- Race
- Ethnicity
- Age
- Native Language
- Physical Ability/Disability

IDENTITY GAME

How did you feel while you did the activity?

What was one of the challenges of doing this activity?

How can you apply what you experienced in this activity to your life and work?

**5 MINUTE BREAK,
PLEASE RETURN AT 11:20AM**

(Reminder to begin recording)

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Policies and Procedures

- [Y / N] Does your organization recruit, retain, and promote staff that reflect the cultural diversity of the community you serve?
- [Y / N] Does your organization have enumerated non-discrimination and anti-bullying policies that include sexual orientation, gender identity, and gender expression? Are these policies digitally and physically publicized?
- [Y / N] Does your organization provide staff with training resources in issues related to LGBTQ youth, adolescent health, and culturally and linguistically appropriate service delivery?
- [Y / N] Does your organization have an official plan, goals, or strategy for reducing health disparities among young people that identify as LGBTQ, youth of color, religious minorities, etc.?
- [Y / N] Does your organization have inclusive intake forms that capture a young person's name if it is different from their legally assigned name, pronouns, gender identity, and assigned sex at birth?
- [Y / N] Are your pronouns included in your email signature? Have you encouraged other staff to do the same?
- [Y / N] Does your organization provide timely professional interpreter services, at no cost, to all clients with Limited English Proficiency (LEP), including those clients who use American Sign Language?
- [Y / N] Do all clients with LEP or Deaf / Hard of Hearing receive verbal and written notices about their right to language assistance services?
- [Y / N] Are clients that are Deaf / Hard of Hearing and clients with disabilities made aware of your program's Disability Access policy or notice?
- [Y / N] Does your organization offer written materials in languages that target the various cultural groups in your service area/population?
- [Y / N] Does your organization collect client satisfaction data to inform culturally and linguistically appropriate service (CLAS) delivery?
- [Y / N] Does your organization use Race, Ethnicity Language (REL) community/service area data to help design and deliver program services?
- [Y / N] Does your organization participate in partnerships with other agencies that target the diverse cultural groups in your service area/population?

Does your SBHC have enumerated non-discrimination and anti-bullying policies that include sexual orientation, gender identity, and gender expression? No

Breakout Room 1

Does your organization physically and/or digitally commemorate cultural and heritage months and awareness days? No

Breakout Room 2

Does your SBHC have an official plan, goals, or strategy for reducing health disparities among young people who identify as LGBTQ, youth of color, religious minorities, etc.? No

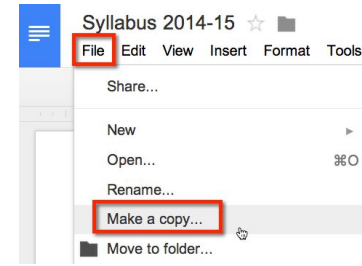
Breakout Room 3

Does your SBHC have inclusive intake forms that capture a young person's name if it is different from their legally assigned name, pronouns, gender identity, and assigned sex at birth? No

Breakout Room 4

COMMUNITY NETWORK BREAKOUT ROOMS

- 30 min



Identify a facilitator

Identify a note taker

**Use the Worksheet Below to develop
a team-based action plan**

Prepare to report back after (this part will not be record)

Actionable Goals x SBHCs

Breakout Room 1: Inclusive Enumerated Policies

- Report back

- Report back
 - Came up with an activity for every month in the year
 - Attendees: Clinic folks, a lot of individuals from same county
 - Decided on: What's realistic? What can we do based on size, resources, and political climate of SBHCs?
 - Sample strategies:
 - In September, we plan to celebrate Hispanic History Month by ordering posters and hanging them up in the clinic, and highlighting pioneers from that group in the medical/mental health field, and any other "fun facts," or statistics for that month.
 - In October, we plan to celebrate World Mental Health Day by ordering posters and hanging them up in the clinic, and highlighting pioneers from that group in the medical/mental health field, and any other "fun facts," or statistics for that month.

Breakout Room 3: Official Plan, Goals, & Strategies

- Report back
 - Discussed the materials available in the SBHCs
 - Staff at a SBHC in a small rural county discussed how they can review materials and consider updating them in Spanish
 - Admin in support of SBHC discussed plans to improve community outreach for Russian & Ukrainian-speaking folks (reviewing what sexual health resources might need to be updated)
 - Identified a need to update a few materials, especially by the summer for outreach events
 - Transportation needs were also discussed

Breakout Room 4: Inclusive Intake Forms

- Report back
 - Centralized around being able to interface with additional community partners (school boards, etc.) to ensure folks understand why intake forms need to be inclusive
 - Reporting back data and flagging it for school boards to indicate that there is a need to make sure intake forms are inclusive

Cultural Responsiveness Resources

(Start recording)

- Think Cultural Health from the Office of Minority Health:
<https://thinkculturalhealth.hhs.gov/>
- School-Based Health Alliance:
Social Determinants of Adolescent Health
<https://www.sbh4all.org/2017/04/social-determinants-adolescent-health-culturally-respectful-care-growing-beyond-competency/>
- National Association of School Nurses
<https://www.nasn.org/nasn/nasn-resources/practice-topics/cultural-competency>
- Implicit Associations Test:
<https://implicit.harvard.edu/implicit/takeatest.html>
- Achieving Health Equity, The Robert Wood Johnson Foundation:
<https://www.rwjf.org/en/library/features/achieving-health-equity.html>

Lights, Camera, Action

- Whether the environment is digital or in-person, name that it is intended to be inclusive of everyone and their identities.
- Keep in mind that young people are focused on technology. Is your SBHCs online presence easy to find/navigate? What about for non-native English speakers? Do your web pages include culturally competent images, etc.? What type of reviews do you have as an agency?
- Ensure that web pages, including social media channels, are up to date, active, and culturally competent. Remember to include Frequently Asked Questions and Resources sections.

Lights, Camera, Action

- Include your pronouns in your email signature, and if possible, in your username when hosting webinars. Indicate this in-person as well.
- Update web pages and social media to include and promote information about youth from culturally different backgrounds, LGBTQ youth, especially on crucial awareness days and heritage months such as weeks such as Black History Month (February), Pride Month (June), Latinx Heritage Month (October), Transgender Awareness Week (November 13-19).
- Incorporate LGBTQ-inclusive symbols (rainbows, pins, etc.) in your physical surroundings while on webinars.

BIRTH CONTROL

Cultural responsiveness is a life-long commitment to self-evaluation and self-critique in an effort to address power imbalances, bias, and privilege and to advocate in partnership with, not on behalf of, others.

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WRAPPING UP

Tell us one thing:

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

EVALUATION SURVEY

Please complete this anonymous SBHC Cultural Responsiveness Training Series Evaluation by May 15, 2024, to help us tailor future trainings to meet your needs.

<https://advocatesforyouth.wufoo.com/forms/cultural-responsiveness-training-evaluation>

BUILDING CULTURAL RESPONSIVENESS:

A Toolkit for Youth-Serving Professionals



Rights.
Respect.
Responsibility.

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

[Toolkit Link](#)

Thank YOU!

For training content questions, email queerequity@advocatesforyouth.org

For meeting materials & follow-up questions, email MELANIE.M.POTTER@oha.oregon.gov.