Support LGBTQ College and University Students of Color

June 22, 2017
Webinar
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WebEx Interface Overview

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About What Works in Youth HIV (WWYH)

The WWYH project is operated by JSI, an international public health consulting organization dedicated to improving the health of individuals and communities around the world.

WWYH operates through a cooperative agreement awarded by the Department of Health and Human Services (HHS) Office of Adolescent Health with funding from the HHS Secretary’s Minority AIDS Initiative Fund.
Play your part in preventing HIV

Find prevention strategies, interventions, or social media/marketing strategies to meet the needs of the youth you serve

Start working

What Works in Youth HIV presents emerging and evidence-based practices and practical resources to help those who work with youth to prevent HIV/AIDS.
WWYH Goal

Improve the health and well-being of America’s adolescents by providing practical and innovative website content that empowers youth-serving providers to meet the needs of youth at highest risk for HIV/AIDS.
WWYH Purposes

- Support and promote interventions and strategies to better integrate HIV prevention focused on youth
- Promote evidence-based programs and practices
- Connect with training and technical assistance opportunities, including social media and educational campaigns
Young people under 26 years of age, born after June 5, 1981, have never known a world without HIV.
One in four HIV infections in the U.S. occur in individuals between the ages of 13–24.

About 4 in 5 of these infections occur in males.
The rate of HIV diagnoses in youth 13–24 was highest (81%) in the 20–24 age group.
Almost half of youth (44%) ages 18-24 living with HIV in the U.S. do not know they are infected.
84% of youth aged 15 to 24 said there is stigma around HIV in the U.S.
A 2015 University of Michigan survey found that LGBT students and students of color were twice as likely to be victims of sexual violence as their peers.
21% of historically black colleges and universities (HBCUs) in the U.S. are estimated to have LGBT organizations on campus.
A 2010 study found that out of all college students eligible to utilize campus health services, only 49% (private institutions) and 43% (public institutions) did so.
Objectives

By the end of the webinar, participants will be able to:

- Assess the current state of HIV prevention for students of color at HBCUs and predominately white institutions
- Identify gaps in resources relating to HIV prevention for students of color on college and university campuses
- Access a selection of current resources and strategies for improving HIV prevention efforts for students of color on college and university campuses
Meet our Presenters

Leslie Hall, MSW
Senior Manager
Historically Black Colleges and Universities Project
Human Rights Campaign

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Chereen Leid
Patrick Enweonwu
Lisa Smith
Campaign 9:30
University of the District of Columbia

Rev. Kelby Harrison, PhD
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Leslie Hall, MSW
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MY ROLE

As Senior Manager:

• Work with HBCU Presidents on creating policies that promote inclusion amongst their LGBTQ population on campus.
• Facilitate trainings and workshops to campus students, faculty, staff, and administrators.
• Manage the annual HBCU Leadership Summit.
HRCF’s historically Black colleges and universities (HBCU) program empowers LGBTQ HBCU students to be change-agents on their campus and lead resourcefully through the intersections of race, religion, gender identity, class and sexual orientation.
THE CHALLENGES

- Lack of LGBTQ competent health care professionals
- Lack of meaningful community based partnerships that would establish service linkages.
- Lack of health professionals who are persons of color.
- Most HIV prevention messages start and stop at condom usage.
WHAT WORKS

• Hosting more professional development opportunities to train health care professionals in service delivery and LGBTQ competency.

• Host events and programs to share information about the many tools available to students about HIV prevention (i.e. PrEP)

• Peer led conversation groups about sensitive topics.

PrEP: HIV PREVENTION WITH JUST 1 PILL A DAY
**RECOMMENDATIONS**

- Take time to provide space to listen and learn from LGBTQ students of color. (Host meet up group meetings)
- Train peer educators
- Stay up to date with the latest bio-medical interventions for HIV/AIDS and STI/D preventions
THANK YOU

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A program funded by the SAMHSA Minority Serving Institutions (MSI) – Community Based Organizations (CBO) Initiative

**Purpose:**

To provide an integrative and comprehensive approach to address the risks and protective factors of substance abuse and HIV/AIDS through meaningful collaboration between the program and external partners.

**Mission:**

The program will provide culturally appropriate health education and trainings to ensure that every UDC student and local community members receive access to high-quality, engaging, and innovative substance abuse and HIV/AIDS testing, treatment, information, tools and materials.
Campaign 9:30 - Who? What? Why?

WHO
Campaign 9:30 is a student peer-led education (SPE) training program designed to educate UDC and the extended community about the risk and protective factors associated with HIV/AIDS, Hepatitis C and substance abuse.

WHAT
- Certified trained Student Peer Educators (SPE)
- Targets 18-24 yrs, MSM, Black women, transgender students
- Campus Role Models
- LGBTQ Allies
- In-class presentations/ interventions
- Weekly information tabling
- HIV testing and Counseling referrals
- Awareness commemoration events
- Male & Female condom distribution
- Public Service Announcements

WHY:
Campaign 9:30 stands for “Every 9 minutes & 30 seconds, someone contracts HIV”.
- Washington D.C. has the highest prevalence in the United States with 2.7% of people living with HIV which exceeds epidemic definitions (CDC).
- African Americans, especially women, are mostly affected by the epidemic.
- UDC is the only public university in the District serving the minority community.
- Majority of UDC students come from Wards 5, 7, and 8
**Campaign 9:30 - Who? What? Why?**

**Benefits:**
- Increases overall college experience
- Exposes them to new opportunities and challenges
- Builds new social relations
- Paid stipends
- Enhances their transferable skills and personal development
- Participation in and attending exciting events, trainings, workshops and conferences throughout the year.
LGBTQ Support Initiatives

• Cultural Competency/SAFE SPACE Trainings for Students, Staff and Faculty

• Identifiable SAFE SPACE locations on campus

• Programming events which encourage diversity and inclusion
LGBTQ Support Initiatives

- LGBTQ Taskforce/Committee
- Gender neutral facilities
- LGBTQ Resource Center
Challenges/ barriers to supporting LGBTQ students of color on campus

- Lack of awareness of HIV status.
- Socio economic factors
- Stigma
- Lack of access to proper health care
What works!!

- Orientation & move-in
- Campus promo videos
- Engaging Student groups
- Social media
- Asking and Using proper names and pronouns
- Addressing stigma around HIV and mental health
- Continuous cultural competency trainings
- Networking and partnering with local community based organizations and agencies
Thank you !!!

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Rev. Kelby Harrison, PhD
Director
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QTPOC Focus Group
Outcomes

• Staff Interaction
• Space
• Targeted Programming
• Staff (again)
Implemented Changes

- QTPOC only
- Grad Assistant
- Cultural Diversity in LGBT History
- Physical Proximity
- Staff and Student Trainings
Reducing Stigma

STD AWARENESS
Protecting Your Personal and Community Health

Sexually transmitted diseases (STDs) are a substantial health challenge facing the United States. The U.S. Centers for Disease Control (CDC) estimates that nearly 20 million new sexually transmitted infections occur every year in this country. Half of these are among young people aged 15-24.

* Chlamydia, gonorrhea, and syphilis are the three most commonly reported infections in the nation and have reached a record high.

* Most infections go undiagnosed and untreated, putting the individual at risk for severe and often irreversible health consequences.

We are concerned about the increase in reported STD rates here at USC. At Engemann Student Health Center, taking a sexual history is an essential part of our practice and allows us to assist you in maintaining your overall health.

Correctly using barriers every time you have sexual contact can significantly reduce the risk of STDs. Dental dams, interior/externa condoms, and latex gloves used with water-based lubricants can protect your health and your partners' health.

DO NOT WRITE YOUR NAME OR STUDENT ID NUMBER ON THIS FORM

STD AWARENESS
Protecting Your Personal and Community Health

The following questions are being asked to all patients. These questions can help guide you and your clinician to discuss your sexual health in private conversation. You are not required to answer these questions; your participation is completely voluntary. We thank you for your time.

1. What are your pronouns? (e.g., she/her, he/him, they/them, etc.)
2. What is your gender identity? List all that apply. (e.g., woman, man, transgender, gender non-conforming, etc.)
3. What sex were you assigned at birth? [ ] Male [ ] Female [ ] Intersex
4. Have you had sexual contact in the past year? [ ] No [ ] Yes
5. If YES:
   a) How many partners have you had in the last 12 months? ______
   b) What kinds of sexual contact have you had? Check all that apply.

   - Oral
     - [ ] Oral
     - [ ] Oral
     - [ ] Presence of ejaculation

   - Anal
     - [ ] Anal
     - [ ] Anal
     - [ ] Presence of ejaculation

   - Vaginal
     - [ ] Vaginal
     - [ ] Vaginal

   - Other
     - [ ] Other

6. Do you use lubricant? [ ] Always [ ] Often [ ] Sometimes [ ] Never

7. Are you on PrEP? [ ] No [ ] Yes
   (PrEP=Pre-Exposure Prophylaxis)

8. Are you concerned about getting or getting your partner(s) pregnant? [ ] Yes [ ] No

9. What else can you share with us that would help us to care for you?
Increasing Access

ARE YOU READY FOR VALENTINES?

1 MINUTE RESULTS
free rapid HIV testing

Serving you at McCarthy Quad
Tuesday Feb. 14, 11am-3pm

Office for Wellness and Health Promotion

USC Student Affairs
University of Southern California
Assessment Tools

• Campus Pride Index
• Recommendations for Supporting Trans and Queer Students of Color (Consortium of Higher Education LGBT Resource Professionals)
• LGBTQ Friendly Colleges & Student Resources
LGBTQ-FRIENDLY REPORT CARD

What You Need to Know

LGBTQ Policy Inclusion
- Non-discrimination statement inclusive of sexual orientation
- Non-discrimination statement inclusive of gender identity/expression
- Health insurance coverage to employees' same sex partner
- Accessible, simple process for students to change their name on university records and documents
- Accessible, simple process for students to change their gender identity on university records and documents
- Students have option to self-identify sexual orientation on admission application or post enrollment forms
- Students have option to self-identify gender identity/expression on admission application or post enrollment forms

LGBTQ Support & Institutional Commitment
- Resource center/office with responsibilities for LGBTQ students
- Paid staff with responsibilities for LGBTQ support services
- Ally program or Safe Space/Safe Zone
- Actively seek to employ diversity of faculty & staff including visible, out LGBTQ people
- Standing advisory committee that deals with LGBTQ issues
- LGBTQ alumni group

LGBTQ Academic Life
- LGBTQ studies program

LGBTQ Student Life
- LGBTQ & Ally student organization
LGBTCampus.org

Recommendations for Supporting TQSOC

Navigating Race in LGBTQ+ Campus Centers

Points for Consideration

The creators of this document want student affairs professionals to consider the following questions, which requires acknowledging that our centers have been founded with the "white founding movement narrative."

- Visibility is important! How does your office demonstrate the importance of inclusion in your printed resources, poster campaigns, books, movies, etc.?

- Education starts with you. For many predominantly white institutions students will come to campus with very little knowledge or previous interactions with people of color. Part of the work that should be done in LGBTQ+ Centers is education around the vastly diverse LGBTQ+ community both domestic and abroad.

- Do you only include famous TQPOC in your discussions during heritage months? How do you infuse the contributions of TQPOC in the history of the LGBTQ+ rights movement?

- Consider the collaborations you have had in the past year. Does your office do intentional work to make sure that the voices of TQPOC are included?

- Consider your own positionality to this topic. We ask our students to show up authentically therefore, we must do our own self-work to examine how we show up in spaces. The identities, ideals, and experiences we carry often prepare us to have difficult conversations about race. It’s important that we gain insight on what makes us uniquely qualified to do this work. Similarly it is important to know our areas of growth so we can build upon them.

Questions for Further Reflection

- How do you see white privilege and racism playing out within LGBTQ+ spaces?

- How can Centers move beyond basic surface level diversity work when working to include TQSO?

- What are the things that we are doing that tokenize identities?

- Who are our speakers? What identities are (not) represented in our programming and our staff?

- What institutional or systemic barriers are you needing to navigate to center QTPOC experiences in your programming and leadership?
Creating A Safe Space

6 in 10 students report feeling unsafe at school because of their sexual orientation

Source: DoSomething.org

One of the most important aspects of college life is to allow students the opportunity not just to earn a marketable degree and learn about the broader world through coursework, but to also deepen their understanding of themselves through exploration and interaction with the world around them. The best LGBTQ-friendly colleges provide the services and resources necessary to encourage the personal and intellectual growth of its students. The following is a list of some of the policies, practices, and programs that make today's colleges more inclusive for both on-site and online students:

LGBT/Queer Resource Centers
In an effort to provide LGBT students with the unique support and resources they need to be successful throughout college—and post graduation—many colleges and universities now have dedicated LGBT resource centers. These centers are a safe space where LGBT students can seek information, support, and culturally sensitive care. Many centers organize campus events and activities to help foster a strong sense of community, as well as promote awareness and wellness for all students, regardless of sexual orientation and/or gender identity and expression.

There are currently nearly 200 colleges and universities in the United States with LGBT support centers or services.

Source: Consortium of Higher Education LGBT Resource Professionals, Inc.

Faculty and Staff Education Programs
LGBTQ students will tell you that well-informed and understanding instructors and other faculty members make a huge difference in their academic and emotional well-being. This leads to increased or better grades, fewer dropouts, and overall satisfaction with their college experience.
Questions? Comments?

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Sign up for our mailing list, access tools, resources and more
WhatWorksInYouthHIV.org

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