

YMSM + LGBT  
ATTTC | Center of Excellence



# Introduction

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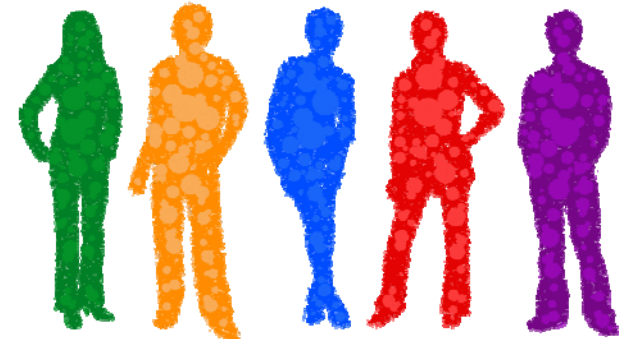
A Provider's Introduction to Substance  
Abuse Treatment for Lesbian, Gay,  
Bisexual, and Transgender Individuals

Second Edition

# YMSM+LGBT Center of Excellence (CoE)

*Center of Excellence (CoE) for Racial/ethnic Minority Young Men Who Have Sex with Men (YMSM) and other Lesbian, Gay, Bisexual, and Transgender (LGBT) Populations.*

[www.ymsmlgbt.org](http://www.ymsmlgbt.org)



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# LGBT & Addiction for Providers part 1: Addressing Issues of Cultural Humility

## Outcomes

- Learn basic key terms & concepts
- Define “cultural humility” and explain how it differs from “cultural competency.”
- Identify two concepts that contribute to self-awareness.
- Identify two strategies for creating culturally sensitive interactions.

## Practice suggestions

- Learning to be aware of your limitations
- Seek appropriate supervision or assistance from colleagues and literature.
- Providers are responsible for an ongoing awareness of diversity.



## Training Context and Description

- It is important to recognize that since the inception of this curriculum, equality for the LGBT community has shifted in a more positive direction.
  - *Example: As of June 26, 2015, the Supreme Court has ruled that same-sex marriage is legal in every state.*
- However, shame, stigma, bullying, homophobia, biphobia and transphobia, still create barriers for many LGBT people to access and receive affirming care.



## Today's LGBT Curriculum

- The curriculum is designed to develop provider skills in delivering culturally responsive prevention and treatment services for LGBT populations.
- Content focus areas include: physical health, substance abuse treatment, mental health, and other health related concerns for LGBT populations.
- The curriculum also provides treatment strategies and considerations for clinical work that have been effective with LGBT populations.



## Today's LGBT Curriculum

- This curriculum does not aim to be the definitive resource, nor does it intend to speak on behalf of all LGBT people.
- We encourage training participants to research and engage local LGBT organizations, providers and constituents.
- Building partnerships with local LGBT entities can help increase your understanding of the LGBT community needs and increase referral options for your clients.



## Today's LGBT Curriculum

- The research in this curriculum has been carried out on specific populations, but we cannot explicitly state or assume that people in the transgender community were or were not included.
- This means that although some transgender people may have been included, the LGBT research cannot be generalized to trans people who identify as LGB.





# Key Terms and Concepts





## Definition Activity:

*Write a definition for the following terms:*

- Categories
  - Sex
  - Gender
  - Sexual Orientation
  - Sexual Identity
  - Gender Identity
  - Coming Out
  - Gender Expression
  - Kinsey Scale
  - Klein Scale
- Descriptors
  - Lesbian
  - Gay Male
  - Bisexual
  - Transgender
  - Transsexual
  - Heterosexism
  - MSM
  - WSW
  - Ally
- Queer
- Pansexual
- Intersex
- Asexual
- Demi-Sexual
- Cisgender



## Key Terms and Concepts:

### Lesbian:

- *A female who is emotionally, romantically, sexually, affectionately, or relationally attracted to other females.*

*(Johns Hopkins, 2015)*

### Gay Male:

- *A male who is emotionally, romantically, sexually, affectionately, or relationally attracted to other males.*

*(Johns Hopkins, 2015)*



## Key Terms and Concepts:

### Bisexual:

- *An individual who is emotionally, romantically, sexually, affectionately, or relationally attracted to both men and women (or to people of any gender identity).*

*(Johns Hopkins, 2015)*

### Queer:

- *A term describing people who have a non normative gender identity, sexual orientation, or sexual anatomy — can include lesbians, gay men, bisexual people, transgender people, and a host of other identities. Since the term is sometimes used as a slur, it has a negative connotation for some LGBT people; nevertheless, others have reclaimed it and feel comfortable using it to describe themselves.*

*(Johns Hopkins, 2015)*



## Key Terms and Concepts:

### Transgender:

- *Refers to a person whose gender identity does not correspond to their sex assigned at birth.*
- *Transgender (or the shortened version, ‘trans’) may be used to refer to an individual person’s gender identity and is sometimes used as an umbrella term for all people who do not conform to traditional gender norms.*

*(Johns Hopkins, 2015; Keatley et al., 2015)*

### Cisgender:

- *An individual whose gender identity generally matches with that assigned for their physical sex. In other words, a person who does not identify as transgender.*

*(Johns Hopkins, 2015)*



## Key Terms and Concepts:

### MSM:

- *An abbreviation for “Men who Have Sex with Men”. This term focuses on behaviors. The term does not indicate sexual orientation.*

*(Johns Hopkins, 2015)*

### WSW:

- *An abbreviation for “Women who Have Sex with Women”. This term focuses on behaviors. This term does not indicate sexual orientation.*

*(Johns Hopkins, 2015)*

### Ally:

- *Those who support and respect sexual and gender diversity and challenges homophobic, biphobic, transphobic and heterosexist remarks and behaviors.*

*(Johns Hopkins, 2015)*



## Key Terms and Concepts:

- Sex Assigned at Birth:
  - *Assigning a sex at birth is often based on the appearance of their external anatomy and is documented on the birth certificate.*
  - *A person's sex is actually a combination of biological markers (chromosomes and hormones) and anatomic characteristics (reproductive organs and genitalia). Impacted by legal, policy, cultural and social issues.*
- Gender Expression:
  - *How one externally manifests their gender identity through behavior, mannerisms, speech patterns, dress, and hairstyles.*



## Key Terms and Concepts :

- Gender Identity:

- *A person's internal sense of their own gender.*

*(Keatley, Deutsch, Sevelius & Gutierrez-Mock, 2015)*

- Sexual Orientation:

- *Distinct from gender identity and expression. Describes a combination of attraction, behavior and identity for sexual and/or romantic partners.*

*(Keatley, Deutsch, Sevelius & Gutierrez-Mock, 2015)*



## Key Terms and Concepts:

### Sexual Identity:

- *A culturally organized concept of the self. Labels can include lesbian or gay, bisexual or heterosexual.*

*(Diamond, 2008)*





## *The interrelatedness of terms*

It is important for providers to understand the four core concepts of identity related to gender and sexual orientation:

Sex Assigned  
at Birth

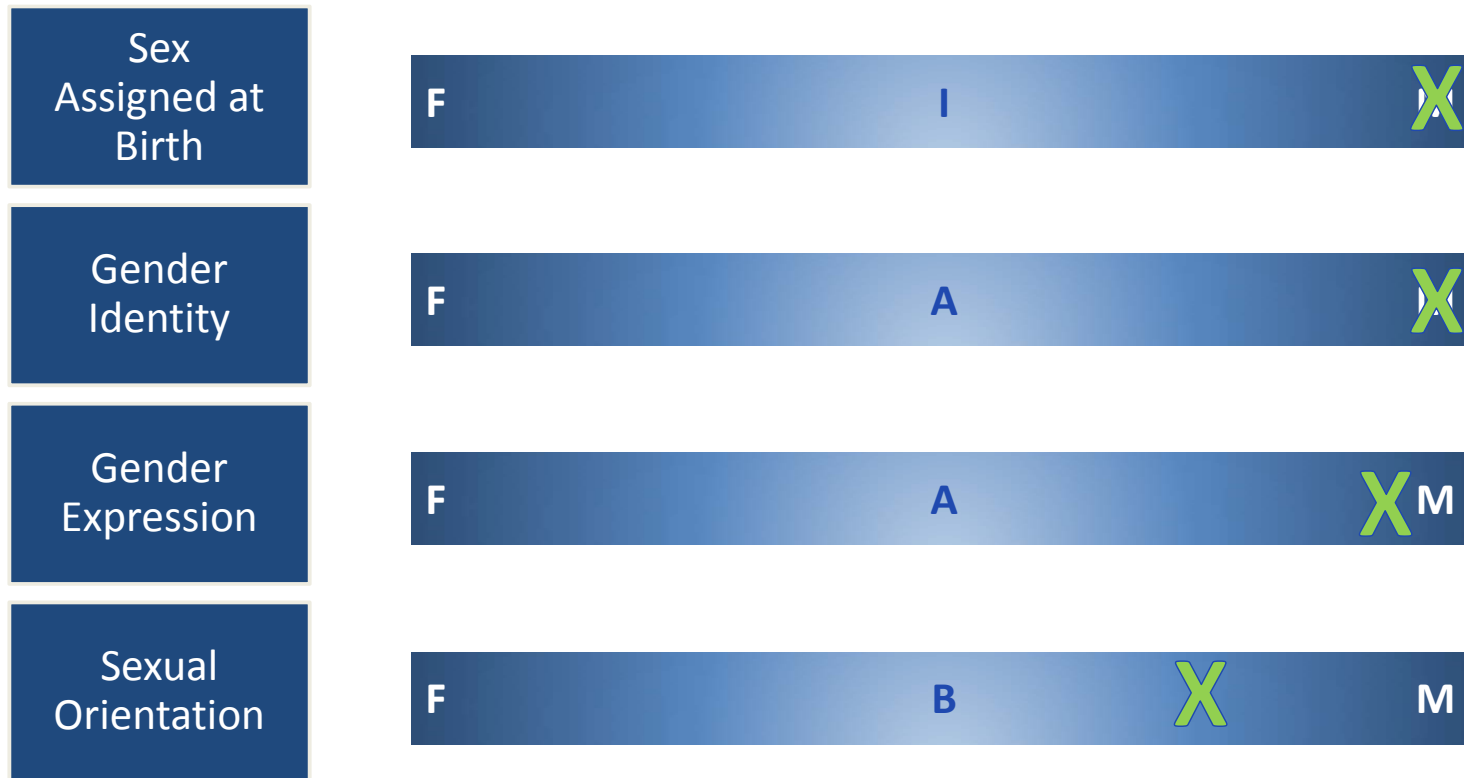
Gender  
Identity

Gender  
Expression

Sexual  
Orientation



## The interrelatedness of terms



## *The interrelatedness of terms*

Sex  
Assigned at  
Birth

Gender  
Identity

Gender  
Expression

Sexual  
Orientation

**Queer**

**Non Conforming**

**Not defined**



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# Addressing Issues of Cultural Diversity

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A Provider's Introduction to Substance Abuse for YMSM  
and LGBT Individuals  
Second Edition

Presented by \_\_\_\_\_



# Culture



# Culture:

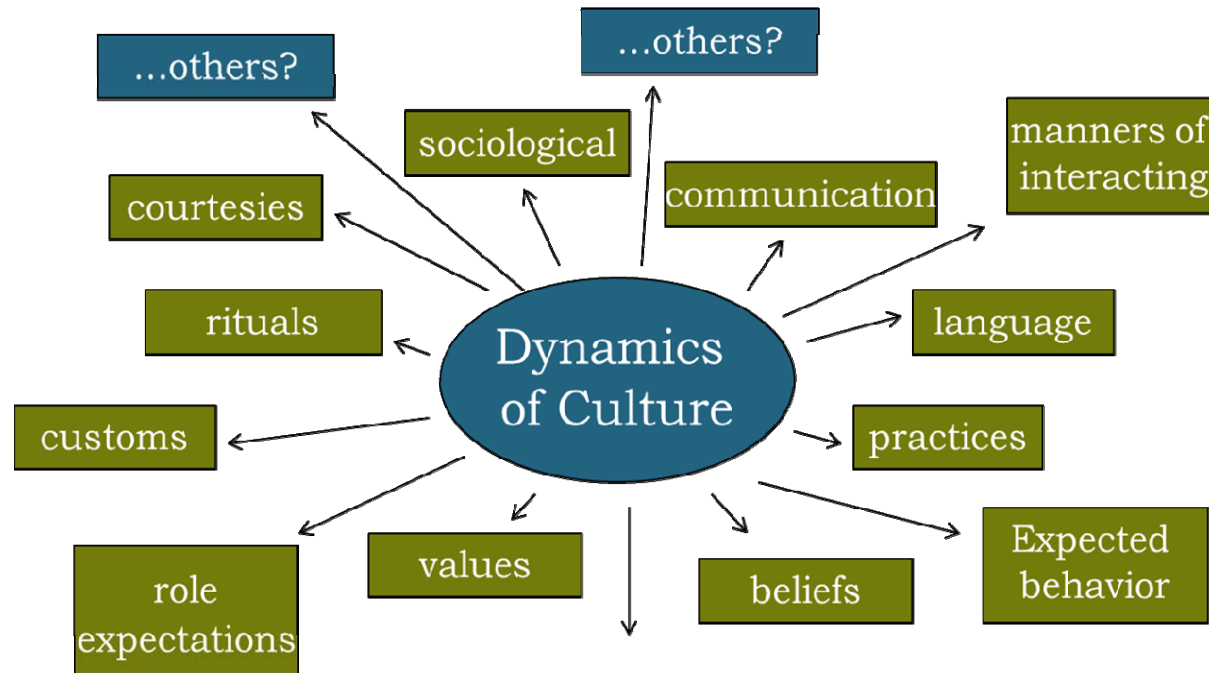
## What is Culture?

- Culture is an integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting, roles, relationships and expected behaviors of a racial, ethnic, religious or social group.

*National Center on Cultural Competence, 2001*



# Dynamics of Culture:



*National Center on Cultural Competence, 2001.*

## Culture:

### Cultural Patterns

- Can be used to understand groups of people.
  - *These patterns are not frozen, or static, but open to exceptions since many individuals have experiences that are not shared by their group.*





## Culture:

### Cross-cutting factors in race, ethnicity and culture:

- *Language and communication*
- *Geographic location*
- *Worldview, values, and traditions*
- *Family and kinship*
- *Gender roles*
- *Socioeconomic status and education*
- *Immigration and migration*
- *Acculturation and cultural identification*
- *Heritage and history*
- *Sexuality*
- *Perspectives on health, illness and healing*
- *Religion and spirituality*
- *Disability*

SAMHSA, 2014





## *Cultural Humility*



# Cultural Humility:

## Cultural Humility

- *“Lifelong process of learning, self-examination & refinement of one’s own awareness, knowledge, behavior and attitudes on the interplay of power, privilege and social contexts.”*



*Tervalon, M. & Murray-Garcia, J. (1998, Journal of Health Care for the Poor and Underserved, 9(2), 117*



## Cultural Humility:

- Many “cultural competency,” “cultural humility” or “cultural sensitivity” trainings are designed to sensitize providers to the special needs and vulnerabilities of different populations.
- Trainings largely focus on “underserved” populations -- ethnic minority populations most adversely affected by health disparities.
- The goal of cultural humility is to provide accessible and appropriate care and services to all.

*Office of Minority Health. 2000; Smedley, et al., 2003.*



## Cultural Humility:

Cultural humility invites providers to:

- *Engage in self-reflection and self-critique.*
- *Bring into check the power imbalances, by using patient-focused interviewing and care.*
- *Assess anew the cultural dimensions of the experience of each patient.*

*Tervalon & Murray-Garcia 1998; Office of Minority Health. 2000;  
Smedley, et al., 2003*



## Cultural Humility:

Cultural humility invites providers to cont.:

- *Relinquish the role of expert to the patient, becoming the student of the patient.*
- *See the patient's potential to be a capable and full partner in the therapeutic alliance.*
- *Redress the imbalance of power inherent in physician-patient relationships.*

*Tervalon & Murray-Garcia 1998; Office of Minority Health. (2000); Smedley, et al., 2003.*



## Cultural Humility:

Using cultural humility when engaging clients cont.:

- Challenge ourselves in identifying our own values as not the “norm.”
- Remain open to learning.

*Tervalon & Murray-Garcia, 1998*



## Cultural Humility:

Cultural humility requires a respect for difference:

- *In practice, cultural humility means bridging perspectives between ourselves and the people with whom we work.*





*“Cultural humility requires consistent self-reflection; check in with yourself... forever”*





## *Provider Considerations*



## Provider Considerations:

- Pedersen (1994) developed a tripartite developmental model to promote cultural and multicultural understanding among practitioners. These competencies include the domains of:
  - *Awareness*
  - *Knowledge*
  - *Skills*

*Stith-Williams, & Haynes, 2007.*



## Provider Considerations:

### Awareness:

- Involves recognition of one's own biases as well as awareness of the sociopolitical issues that confront culturally different LGBT individuals.

*Stith-Williams, & Haynes, 2007; Winkelman, M. 2005.*



## Provider Considerations:

### Self-Awareness:

- Social science research indicates that our values and beliefs may be inconsistent with our behaviors, and we ironically may be unaware of it.
- Unconscious Bias:
  - *Recognize that as human beings, our brains make assumptions without us even knowing it.*
  - *Consciousness of one's personal reactions to people who are culturally different.*

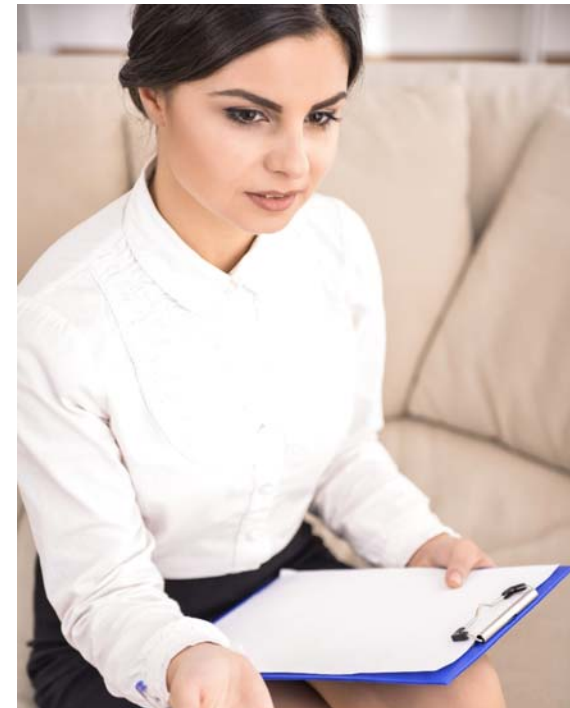
Sith-Williams, & Haynes, 2007; Kirwan Institute, Implicit Bias <http://kirwaninstitute.osu.edu/wp-content/uploads/2014/03/2014-implicit-bias.pdf>



## Provider Considerations:

### Self-Awareness Cont.:

- Primary goal is to help people in need and to address social problems.
- Be aware of your limitations
  - *Seek appropriate supervision or assistance from colleagues and literature.*
- Challenge yourself
  - *Providers are responsible for an ongoing awareness of diversity.*



Stith-Williams, & Haynes, 2007; Winkelman, M. 2005.



## Provider Considerations:

Self-Awareness cont.:

- Think about populations you have difficulty engaging.
  - *In what ways can you move through the difficulties?*
- Have you had experiences where you were successful in learning more and growing as a provider?

Stith-Williams, & Haynes, 2007; Winkelman, M. 2005.



## *Provider Considerations:*

Using Your Knowledge cont.:

- Refrain from stereotyping and making generalized assumptions about a client's sexual orientation and gender identity.
- Understand unique challenges faced by LGBT clients as well as differences in their health trends.

Stith-Williams, & Haynes, 2007





## *Provider Considerations:*

### Skills:

- Involves integrating the knowledge and awareness competencies in an effort to develop an appropriate set of culturally competent skills that may be applied to a particular client's needs.



Stith-Williams, & Haynes, 2007



## Provider Considerations:

### Using Your Skills:

- *Communicating effectively with LGBT clients*
  - *Using appropriate language in communication e.g. pronouns, gender and sexual identity assumptions.*
- *Providing educational programs that reflect understanding of diverse sexual orientations and gender expression.*

*Stith-Williams, & Haynes, 2007*

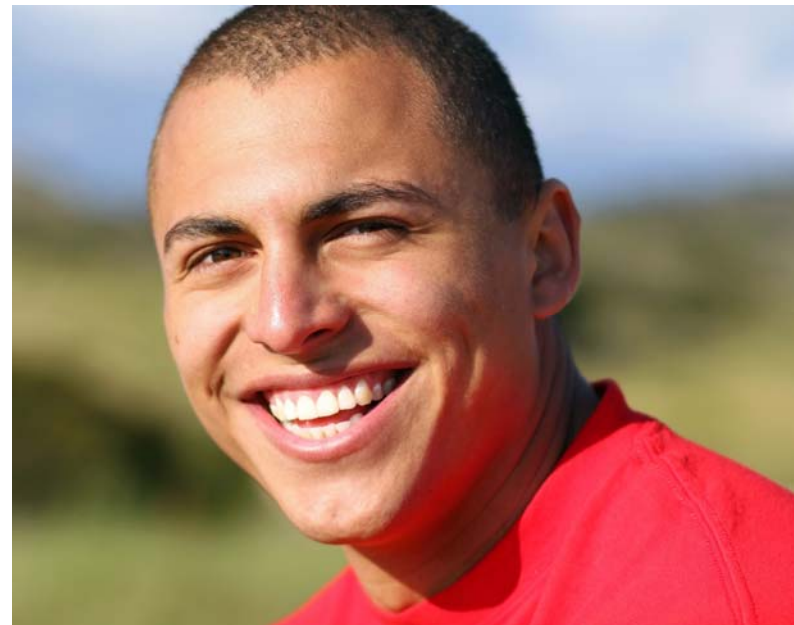


## Provider Considerations:

### Using Your Skills cont.:

- *Creating a respectful and inclusive safe environment for LGBT clients.*
- *Make appropriate referrals for LGBT affirming services, resources, and organizations.*

*Stith-Williams, & Haynes, 2007*



## *Provider Considerations:*

- It is important to understand how our self-awareness, knowledge, and skills influence our attitude towards something or someone.
- The same influences that lead to attitude formation can also create attitude change.



*“Be open to someone's individuality. Just because you've worked with one \_\_\_\_\_, doesn't mean the next \_\_\_\_\_ will be just like them.”*

Diana Padilla, Cultural Expert, Program Manager, NeC-ATTC, NDRI-USA



## Recommendations:

- Advocate and create safety for LGBT clients.
- Support and encourage positive images of persons of color, YMSMs, LGBT, gender variant, non conforming, elderly, other abled individuals.
- Read and learn about LGBT community and culture.





*Questions and  
Comments?*



## Resources:

- National Center on Cultural Competence,  
<http://www.ncccurrricula.info/glossary.html>
- National Center on Cultural Competence. Georgetown University Center for Child and Human Development.  
<http://ncccurrricula.info/documents/awareness.pdf>
- US Department of Health & Human Services, Office of Minority Health,  
<http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=2&lvlid=1>

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