

**Society for Prevention Research
29th Annual Meeting
Virtual Post-Conference Workshop**

Post-Conference Workshop III (two half-days)

Dates: Tuesday, August 10 and Wednesday, August 11, 2021

Time: 1:00 pm – 5:00 pm Eastern

Towards a Queer Prevention Science: Strategies for Meaningfully and Ethically Including LGBTQ+ People in Prevention Science Research and Interventions

Organizer and Presenter:

Robert Marx, PhD

Assistant Professor

Department of Child and Adolescent Development

San José State University

Presenters:

Jessica N. Fish, PhD

Assistant Professor

Department of Family Science

School of Public Health

University of Maryland

Hardian Thamrin, MA

Doctoral Student

Department of Psychology

Arizona State University

Allen B. Mallory, PhD

Presidential Postdoctoral Scholar

Department of Human Sciences

College of Education and Human Ecology

The Ohio State University

Description:

Recent research has demonstrated the dearth of prevention strategies developed for and implemented with sexual and gender minority (SGM) youth (Coulter et al., 2019) and older adults (Fredricksen-Goldsen et al., 2017), including those who identify as lesbian, gay, bisexual, transgender, or queer

(LGBTQ+). At the same time, research on prevention programs has frequently failed to consider the differential outcomes for SGM participants, even though health disparities are well documented. As the field continues to focus on the importance of context and achieving health equity, prevention scientists are uniquely positioned to develop, implement, and evaluate interventions that target--or at minimum include and measure--SGM individuals, which will aid in the examination of differential experiences within universal prevention programs. Moreover, it is important that this work acknowledges the ways in which SGM individuals' multiple identities, including race, ethnicity, and class, combine to create unique risk and protective factors.

In order to lead the field forward, prevention scientists need a strong understanding of the contextual factors that contribute to SGM-related health disparities, culturally competent methods for enhancing participating of SGM individuals their research, and nuanced approaches to study design that more comprehensively assess factors relevant to the wellbeing SGM people. To that end, this workshop will provide prevention scientists with the foundational knowledge to begin to meaningfully and ethically include SGM individuals in their research and interventions. The workshop will begin with a strong theoretical grounding in the contexts and environments that shape SGM individuals' experiences and observed health disparities. This foundation will inform the methodological discussions to follow, which will center on research design, including the ethical recruitment of SGM participants, the selection of appropriate demographic measures that more fully capture SGM identities, and the inclusion of measures that assess for risk and protective factors and outcomes conceptually rooted in minority stress theory. We will also overview key considerations related to adaptation and design of interventions serving SGM populations. Discussion activities throughout the workshop will be interlinked and will guide participants through real-world applications of workshop topics including study recruitment and measure selection.

It is our aim that participants leave this workshop informed and energized, ready to take on the important task of attending to the diversity of SGM populations and designing and implementing interventions that increase health equity for SGM individuals.

Specific Learning Objectives:

This workshop will increase prevention scientists' capacity to:

1. Use appropriate language to describe SGM identities and the heterogeneity of experiences within this population.
2. Incorporate minority stress theory, resilience, intersectionality, and other foundational frameworks into their intervention and research design.
3. Include SGM participants in research in ways that affirm identities and illuminate the nuance of their experiences.
4. Engage in research design that employs ethical recruitment techniques, includes appropriate demographic measures, and operationalizes key constructs informed by theory.

Target Audience:

This workshop is geared towards prevention scientists at all career stages who want to deepen their understanding of SGM issues, capture SGM populations' experiences more fully and accurately, and gain an awareness of best practices for starting or continuing this important work.

Materials for Audience:

Participants will receive:

- a glossary and primer on pertinent terms for working with SGM populations
- an annotated bibliography of relevant theoretical and methodological articles
- a directory of SGM-focused researchers and students describing their specific areas of research for reference and potential consultation and/or collaboration
- an aggregated list of funding opportunities and NIH priorities related to SGM populations

Presenters:

Dr. Robert Marx is a child and adolescent development scholar whose community-engaged research and practice focus on reframing dominant visions of queer young people, so that they are no longer viewed as deviant, damaged, or at-risk, but rather as the gifted, complex people they are. He deploys a variety of qualitative and quantitative research methods, including critical youth participatory action research and meta-analysis, to better understand and promote marginalized youth's development. As a former high school English teacher, he approaches this work from the intersection of educational studies, developmental psychology, and critical pedagogy, and his work encourages young people to see themselves as producers of knowledge and as change agents. His current work focuses on the development of resilience and sources of strength for LGBTQIA+ youth of color and on gender and sexuality alliances (GSAs) as a site for intervention and prevention for queer adolescents.

Dr. Jessica Fish is a human development and family science scholar whose research focuses on the health and well-being of sexual and gender minority (i.e., lesbian/gay, bisexual, and transgender) people and their families. Broadly, Dr. Fish studies the sociocultural and interpersonal factors that shape the development and health of sexual and gender minority youth and adults. Her overarching goal is to identify modifiable factors that contribute to sexual and gender minority health disparities in order to inform developmentally-sensitive policies, programs, and prevention strategies that promote the health of sexual and gender minority people across the life course.

Hardian Thamrin is a third-year graduate student in the Clinical Psychology program at Arizona State University, working under the mentorship of Dr. Nancy Gonzales. His interest foci are on developing, adapting and implementing feasible and scalable interventions for hard-to-reach, underserved communities, with an emphasis in ethnic minority youth, LGBTQ+ youth, and international populations. His current work includes evaluating a brief substance abuse prevention program for Title I schools, as well as examining the intersection of religion, sexual minority status, and depressive symptoms in sexual minority Latinx youth.

Dr. Allen Mallory is a presidential postdoctoral scholar in the Department of Human Sciences at The Ohio State University. His research focuses on risk and protective factors for the health and well-being of sexual and gender minority youth and adults. Specifically, he is interested in applying an intersectional lens in order to understand the diversity of experiences among sexual and gender minority populations and how these intersectional experiences shape health. Broadly, he aims to leverage his research to inform prevention, intervention, and policy in order to improve the health and well-being of SGM populations.

Outline of Workshop:

- I. Introduction [August 20, 1:00-1:30]
 - A. Agenda and expectations for the day
 - B. Speaker introduction: each speaker will share a brief vignette from their research to contextualize the workshop and illuminate possibilities
- II. Theoretical Grounding [August 10, 1:30-4:00]
 - A. Definitions of terminology [1:30-2:00]
 1. Sexual orientation
 2. Gender identity and expression
 3. Intersectionality
 4. Understanding the variety of SGM identities and heterogeneity of experiences
 - B. Minority Stress Theory (Meyer, 2003) and the role of context in shaping health behavior [2:00-3:30][Case Studies 1 and 2 - hands-on discussion]
 1. Health disparities for SGM individuals
 2. Proximal stressors [internalized homo/transphobia, concealment of identity, rejection sensitivity]
 3. Distal stressors [interpersonal prejudice and discrimination, social rejection, microaggressions, structural and institutional discrimination]
 4. Describe how these processes vary across different SGM identities, and other minority identities (e.g., race/ethnicity), among gender minority populations, and intersect with other stressors tied to minority identities
 - C. SGM risk and resilience factors [3:30-4:30]
 1. Coping strategies and social support
 2. Attributes of supportive and adverse school, home, and community environments
 3. Variations along racial/ethnic lines
- III. Research Design [August 11, 1:00-4:30]
 - A. Participant recruitment and retention [1:00-2:00] [Case Study 3 - hands-on discussion]
 1. Ethical recruitment of SGM individuals
 2. Considerations of historical distrust, reciprocity and mutual benefit from participation
 3. Appropriate incentivization

4. Practical organizational considerations (e.g., staff training, respectful language, intake forms, all gender restrooms, visible symbols showing support for community)
 - B. Measurement selection [2:00-3:30][Case Study 4 - hands-on discussion]
 1. Accurately capturing SGM identities in quantitative and qualitative research
 2. Meaningfully capturing context, risk factors, and resilience
 - a) Informative variables to include
 - b) Importance of capturing environmental determinants and culturally-relevant constructs (depending on the study target population)
 3. Considerations for capturing intersectional experiences with SGM populations
 - C. Intervention selection [3:30-4:30]
 1. Describe existing prevention-related evidence-based practices and interventions for SGM individuals and remaining gaps
 2. Key considerations in adapting existing interventions or developing new interventions [for example, including questions about SGM identities in interventions]
- IV. Next Steps [August 11, 4:30-5:00]
- A. Declaration of intentions: participants will identify immediate ways they can incorporate their knowledge into their work and will plan for longer range research projects
 - B. Wrap up