Building LGBTQ+ Alcohol and Substance Use Outreach and Education with Key Stakeholders

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Thursday, January 16th, 2020
1:15pm - 2:15pm, Strand 12A
Agenda

1. Learning Outcomes
2. Campus Conditions for Partnership
3. LGBTQ+ Alcohol Use
4. Review Processes and Results of Two Different Projects
5. Discussion - Replication Opportunities & Challenges
6. Q&A and Closing
Learning Outcomes for Today

1. Identify conditions that promote partnership and collaboration in a traditionally decentralized campus climate.

2. Identify substance use related themes, myths, and stressors specific to regarding alcohol and substance use for LGBTQ+ college student populations in order to contextualize current and emerging, and LGBTQ+ substance use trends to in LGBTQ+ affirming education and programming.

3. Learn strategies to utilize institutional data and/or existing literature to engage key stakeholders.

4. Review and discuss two examples, LGBTQ+ alcohol and substance use projects, to assess opportunities and forecast potential outreach and education initiatives in the audience’s respective institutions.
Background

- Bay Area - Ethnic Studies & 1968 and 1969 Third World Liberation Front (TWLF)
  - Queer/LGBTQ+ History of Organizing and Community
- Stanford Centers for Equity, Community, and Leadership (ECL)
  - Six Centers: Asian American Activities Center (A3C), Black Community Services Center (BCSC), El Centro Chicano y Latino, Queer Student Resources (QSR), The Markaz, Native American Cultural Center (NACC), Women’s Community Center (SWCC)
- Undergraduate Student Population:
  - 7,083 matriculated undergrad students
  - Source: facts.stanford.edu

Ethnic Diversity

- White 36%
- Asian 22%
- Other Hispanic 16%
- International 10%
- Native Hawaiian / Pacific Islander 0.5%
- Native American 1%
- Two or more 9%
- African American 6%
- Unknown 0.5%

[Image Description: A pie chart with the following breakdown from largest percentage to smallest percentage: White 36%, Asian 22%, Other Hispanic 16%, International 10%, Two or More 9%, African American 6%, Native American 1%, Native Hawaiian/Pacific Islander 0.5%, and Unknown 0.5%]
LGBTQ+ Substance Use Themes - National Data

- According to the Substance Abuse and Mental Health Service Administration (SAMHSA) 2015 National Survey on Drug Use and Health, 18 to 25 year young adults who are sexual minorities were more likely to be current alcohol consumers compared to young adults who are the sexual majority. There was no significant difference between the two populations for young adults aged 26 or older. (Medley et al. 2015)
- LGB students that occupy more marginalized identities are at greater risk of experiencing victimization, discrimination, and stress compared to heterosexual students. These aforementioned factors negatively impact LGB students’ well-being and, in turn, increases risk for more alcohol use as a coping mechanism (Coulter, Marzell, Saltz, Stall & Mair 2016)
- Students across different sexual orientations have a heterogeneity of alcohol drinking patterns within each specific identity and drinking contexts (Coulter, Marzelle, Saltz, Stall, & Mair 2016)
Substance Use Comparison - Drinking in the Past Year

- Drinking in the Past Year Across Gender Identity - National Data (Tupler et. al 2017):
  - Cisgender Men: 62.3%
  - Cisgender Women: 55%
    - Cisgender Students: 58.3%
    - Transgender Students (Includes FTM and MTF): 62%
    - MTF (Male to Female) Students: 66.7%
    - FTM (Female to Male) Students: 57.9%
  - Note: Study surveying more than 422,000 college freshmen with 989 aforementioned students identifying as transgender (Tupler et. al 2017)

- Drinking in the Past Year Across Gender Identity - Stanford Campus Data:
  - Male: 54%
  - Female: 54%
  - Trans+: 50%

- Drinking in the Past Year across Sexual Orientation - Stanford Campus Data:
  - Heterosexual: 67%
  - LGBQ+: 72%
  - Note: Due to small survey sample size, the “LGBQ+” category for students who drank in the past year incorporated all LGBQ+ identifying students including categories Queer: 84%; Gay: 78%, and Bisexual: 78%.
More Substance Use Comparisons - Stanford Campus:

Notes: Due to survey sample size, the “LGBQ+” category for students who drank in the past year incorporated all LGBQ+ identifying students including categories Queer: 84%; Gay: 78%, and Bisexual: 78%. The “Trans+” category encompasses trans, gender non-conforming, and genderqueer identities.
Alcohol-Related Outcomes by Gender Identity - National Data v. Stanford Data

National data

- Impacts of Binge Drinking:
  - Alcohol-Related Blackout Rates - Cisgender Students: 25% and Transgender Students: 25%
  - Note: Study surveying more than 422,000 college freshmen with 989 aforementioned students identifying as transgender (Tupler et. al 2017)

Stanford Data

- Impacts of Binge Drinking:
  - Vomiting - Cisgender Students: 35% & Trans+ Students: 50%
  - Missing Class - Cisgender Students: 8% & Trans+ Students: 19%
  - Missed Work - Cisgender Students: 4% & Trans+ Students: 6%
  - Strained Relationships (After drinking) - Cisgender Students: 11% & Trans+ Students: 19%
  - Alcohol-Related Blackout Rates - Same for both Cisgender & Trans+ Students
  - The “Trans+” category encompasses trans, gender non-conforming, and genderqueer identities.
Data Takeaways

1. **Limited Data** -
   a. There is still work to be done with data collection
   b. Data varies with each category across sexual orientation, gender identity, race, class, etc.

2. **Forming Partnerships** -
   a. Bettering survey participation and survey design for priority populations

3. **Serving Communities** -
   a. Implementing the reverse where we serve the community first based and gather the data after
Two Projects

1. Queer Student and Staff Mentor Program with the Queer Student Resources Center
2. Queer and Substance Use Pamphlet
Student Mentorship Program

- Presented a literature review and program proposal to the Queer Student Resources Center Staff
  - QSR intended to build a mentor program across student, staff, and faculty
    - Have our office be part of the education curriculum and serve as a consultant
- Worked with student staff to initiate a Pilot Workshop to assess material
  - Pilot Program based on Motivational Interviewing practices and the Transtheoretical Model of Change
  - Intended to have mentors practice these skills with their mentees

[Image Description: An image of the pilot workshop flier displaying two orange beer glasses with foam. There is a black, then red, and then orange foam patterns from top to bottom. The text for each foam bubble reads “Terra Bites,” “collaborates with,” “The Queer Student Resources Center and The Alcohol Policy and Education to present our first,” “Alcohol & Queer Community Workshop,” “When: Friday April 13th | 5-6:30p,” “Where: Terra (Bi room),” “Dinner Provided.”]
Pilot Results

- Presented a Feedback Form to Pilot Workshop Attendees
- Results of the Pilot Workshop:
  - 7 Attendees Participated
  - What do you want more information about?
    - More complex intervention methods + strategies
    - More roleplay activities
    - More scenarios, roleplay & practice!
    - Perhaps why alcohol is so big in queer spaces
    - Intervention strategies
Pilot Results - Pt. 2

- The feedback form’s dominant, qualitative theme included requests for more queer, historical context around queer community drinking culture; more practice time and roleplay scenarios for Motivational Interviewing skills; and participants appreciated the Transtheoretical Model/Stages of Change handouts.

- Attendance was limited as the programming was optional and was directed to students during the early-Spring quarter. Nonetheless, participant size allowed for all participants to engage in discussion.

- Workshop material will be presented to QSR’s mentors’ different communities within Stanford: students, faculty, staff, etc. This provides opportunity for us to present more material about historical, queer community’s relationship to alcohol and alcohol use as well as more realistic roleplay scenarios for Motivational Interviewing Skills practice.
Shifts Happen

● Campus Student Affairs restructuring
  ○ Did not implement mentorship program
  ○ But, the restructuring led to more professional and student staff hiring at our community centers to build more programs and capacity

● Pivoting with forces outside our control
  ○ Even our office changed departments from being the Dean of Students Office to Student Health Services

[Image Description: An image looking at a green road sign that reads “CHANGES AHEAD →” in front of a blue sky.]
Pamphlet

● Student staff from the Pilot Workshop reached out to create an LGBTQ+ and substance use pamphlet

● An opportunity to
  ○ Assess current campus resources
  ○ Connect with LGBTQ+ centered or affiliated offices
  ○ Collect program or resources requests across offices

● Pamphlet Dissemination
  ○ 11 out of 13 Offices accepted our pamphlet dissemination request

[Image Description: An image of the front page of the pamphlet with a purple bottle outline with a rainbow flag on the label box. There is purple text that reads “IN QUEER SPIRIT(S) above the bottle and purple text below that reads “Queerness & Substance Use.” The last two text lines in blue reads “A Resource for Queer Students Version 1 | 2019”]
Pamphlet Desired Outcomes

1. Increased frequency of conversation around LGBTQ+-specific and/or general student substance use in your office/space
2. Increased knowledge of LGBTQ+-specific or LGBTQ+-friendly alcohol use and substance data and trends
3. Increased comfort in providing students with LGBTQ+-specific or LGBTQ+-friendly substance use resources
4. Increased trust for LGBTQ+-specific, substance use campus resources
5. Increased breadth of LGBTQ+-specific, substance use education outreach and program initiatives
Feedback Survey Results

● Sent out an anonymous, feedback survey to the offices that accepted the pamphlet
  ○ These offices received the pamphlet on September 2019
  ○ Received the evaluation survey on December 2019

● Results from Feedback Survey -
  ○ Asked questions related to the desired outcomes;
    ■ Questions around comfort recalling the reasons/stressors for LGBTQ+ substance use
    ■ Comfort around intervening, facilitating discussion, and facilitating students to substance use and/or both LGBTQ+ resources
    ■ Overall impressions of the pamphlet
Quantitative Findings

● Highest Outcome Categories by Average -
  ○ I feel more confident referring students to substance use resources
  ○ The pamphlet increased my comfort in referring students to queer-affirming/queer-friendly substance use resources

● Lowest Outcome Categories by Average -
  ○ The pamphlet prompted me to refer a student to one of the queer-centered resources
  ○ I feel more comfortable reaching out to the Queer Student Resources (QSR) office for queer-related resources
Key Qualitative Feedback

- “This is a great resource for staff and students to have.”
- “The pamphlet is helpful but in having this be a conversation starter, there also needs to be someone to help facilitate that conversation. Our limited staffing doesn't give us the opportunity to have deeper conversations as we only have the capacity to refer out. If we can do a program that centers our students around this topic led by someone from the OAPE Office, I believe that could be most useful”
- “My staff discussed how we can use the pamphlet in more of our programs. Also, since alcohol comes up often in general student discussions, it would be great to focus more on it as it relates to our work.”
Overall Intangible Results/Benefits

1. Invitations to sit in for panel interviews for Community Center job positions
2. Specific referrals from our Residence Deans to meet with LGBTQ+ students with substance use concerns
3. Increase office presence as a LGBTQ+-friendly/queer-affirming space
4. Inclusion/normalization of LGBTQ+ specific language and scenarios within substance use education and prevention content and materials
Discussion - What would your approach be for one of the following:

1. Our institution/office does not have the designated staff and/or our office does not have the bandwidth to pursue collaborative projects.
2. Our institution/office does not have an LGBTQ+ staff or someone who is openly affiliated with the LGBTQ+ community.
3. Our institution/campus does not have an organized LGBTQ+ student community and/or the LGBTQ+ student community is really small.
4. Our institution/campus is in an area that may be hostile/cause harm and/or has a history of harming LGBTQ+ students.
5. There were prior and/or are contentious relationships among community center offices and/or between our offices.
6. Our institution/office does not have the funds to create physical projects and/or provide other incentives/supplies - prizes, food, etc. - to our students.
7. At our institution/campus, alcohol use is not the primary issue, but other substance use are for either and/or both our general and LGBTQ+ student communities.
Learning Outcomes

1. Identify conditions that promote partnership and collaboration in a traditionally decentralized campus climate.
   a. Staff who are open, able, and willing to co-create LGBTQ+ affirming substance use education and outreach initiatives
      i. Designated offices or staff that are charged with Diversity & Inclusion work are especially helpful
      ii. Alloted funding for these programs are helpful
   b. Open-community events, mixers, celebrations, and other gatherings
      i. Showing up for community and staying abreast of issues that impact the community
   c. Access to on & off-campus resources/physical spaces
      i. Also depends on campus climate: Being mindful of both accessibility and protection of student identities who may not be out
Learning Outcomes

2. Identify substance use related themes, myths, and stressors specific to regarding alcohol and substance use for LGBTQ+ college student populations in order to contextualize current and emerging, and LGBTQ+ substance use trends to create LGBTQ+ affirming education and programming.

   a. LGBTQ+ students have higher alcohol and substance use rates compared to cisgender and/or heterosexual students
   b. Individualized prevention strategies and interventions designed to a population’s specific needs are effective in reducing alcohol use
   c. LGBTQ+ student, alcohol use prevention programs need to accompany material with environmental and societal stigma reducing strategies
   d. LGBTQ+ students’ alcohol use is attributed to LGBTQ+ students’ experiences of incivility and/or hostility - threats, violence, etc. - decrease feelings of safety; and increase in stress levels compared to cisgender and/or heterosexual students
Learning Outcomes

3. Learn strategies to utilize institutional data and/or existing literature to engage key stakeholders.

a. Special Note: Sometimes we can serve and engage with the community prior to having the data because current research and/or institutional data may be limited in reflecting the students’/communities’ current experience

b. Utilize existing campus research through either institutions designated research office, your office data, or another office’ data
   i. Utilize existing national research online and current news and trends on LGBTQ+ substance use
   ii. Utilize institution’s history and position on substance use support alongside Diversity & Inclusion initiatives

c. Create literature reviews (or other data centered reports/content) that incorporate national and campus data comparisons
   i. Similar to that you would do for any proposal

d. Present detailed program proposals when meeting with other staff
   i. Helpful to create a proposal that can be incorporated in existing programming
   ii. Be open to their requests, edits, and changes
Learning Outcomes

4. Review and discuss two examples, LGBTQ+ alcohol and substance use projects, to assess opportunities and forecast potential outreach and education initiatives in the audience’s respective institutions.

   a. Create programs in order to assess how content lands and how to improve
      i. Create stronger community relationships to keep this work sustainable
   b. Identity challenges and gaps in services to build up new or current resources
What’s Next

1. Inquiries to implement substance use education and prevention initiatives within existing community center programs
2. Track more demographically, complex data on LGBTQ+ substance use that include race, academic class, gender identity, ability, etc.
3. Continue to build initiatives that normalize LGBTQ+ populations and that are current with changing language, paradigms, etc.
4. Continue serving as a consultant to partner offices for student case management needs, future collaborative projects, and staff development trainings
Citations


Knight, J. R., M.D., Wechsler, H., PhD, Kuo, M., SC.D, Sebring, M., B.S., Weitzman, E. R., SC.D, & Schukit, M. A., M.D. (2006, May). *Alcohol Abuse and Dependence among U.S. College Students* [PDF]. Boston, Massachusetts: Harvard Medical School & Department of Medicine, Department of Pediatrics, Children's Hospital.


Citations - Pt. 2


Thank You!

- **Contact Information**
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[Image Description: Top image is red and black grey text that reads “Stanford | Office of Alcohol Policy and Education.” Bottom left image is a black circle with a vector of palm trees and Stanford's Hoover Tower with red and black text that reads “Cardinal Nights.” Bottom right image is a red circle with the number “5” in the center and gray text along the circle that reads “Be Safe. Be Sure.650-725-SURE. SURE “]