

INSTRUMENT #4

**SAME-SEX RELATIONSHIPS: UPDATES TO HEALTHY MARRIAGE AND
RELATIONSHIP EDUCATION**

TOPIC GUIDE FOR EXPERT INTERVIEWS

OBJECTIVES:

These expert interviews are being conducted in order to

- 1) Better understand the current healthy marriage / healthy relationship curricula
- 2) Better understand efforts to include same-sex couples in healthy marriage / healthy relationship curricula
- 3) Better understand the current program audience
- 4) Serve as an opportunity to discuss and clarify understandings that surround LGB youth and LGB adults.

These interviews will help provide important information about current curriculum and the ways that it can or has been adapted depending on audience composition.

INTRODUCTORY SCRIPT:

The purpose of our discussion today is to learn more about your experiences working with same-sex couples in healthy marriage / healthy relationship programs. Your point of view as an expert in the field is extremely valuable. The interview should last about 60 minutes.

The notes from this discussion will not be shared with anyone beyond the research team. Your responses will be kept private and used only for research purposes. Information from this conversation will be combined with information from other discussions with similar individuals to help provide a general portrait of Healthy Marriage and Relationship Education programs.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number for this data collection are 0970-XXXX and it expires XX/XX/XXXX.

Please keep in mind:

- There are no right or wrong answers to these questions. Our questions are designed to collect information about and gain an understanding of your organization.
- Your participation in this conversation is completely voluntary.
- You do not need to answer any questions you do not wish to answer during our discussion today.

Topic	Expert Interview Guide
Understanding LGB	<p>Review respondent’s understanding of the terms same-sex relationship, lesbian, gay, and bisexual</p> <p>Review common definitions</p> <p>Awareness of current legal issues nationally, and in state and locality of expert’s work portfolios</p> <p>Respondent’s perspective on identity re: straight/LGB for adolescents</p> <p>Additional information regarding understanding LGB</p>
Target Population	<p>Characteristics of individuals or couples HM programs typically serve</p> <ul style="list-style-type: none"> * Probe for any characteristics related to LGB status or same-sex couple status <p>Whether programs the respondent has worked with or helped advise encouraged actively recruiting same-sex couples/LGB youth/adult individuals in the past</p> <ul style="list-style-type: none"> * Probe whether such individuals/couples applied in past * Probe for potential recruitment difficulties that may exist or has been noticed in past efforts <p>Whether the respondent has partnered with/recruited from LGB organization(s) in the past</p> <p>Perspectives and misconceptions that respondent thinks some attendees may have regarding LGB individuals and couples</p> <p>Additional information regarding target population</p>
Non-Discrimination Policy	<p>Role of non-discrimination policies in establishing “safe-spaces” for LGB program attendees</p> <ul style="list-style-type: none"> *Probe whether past organizations with whom they have partnered had these policies in place <p>Techniques and efforts that could be done to establish “safe-spaces” if organization or school is unwilling or unable to pass non-discrimination policies</p>

Topic	Expert Interview Guide
Curriculum/a	<p>How current curriculum/a addresses/defines couples or relationships</p> <p>Whether current curriculum/a directly addresses the subject of same-sex couples or same-sex relationships</p> <p>Whether current curriculum/a employs gendered pronouns</p> <p>Whether curriculum/a can be adapted entirely without gendered pronouns or if sections should be drafted that address specific couplings (i.e. m/f m/m f/f/)</p> <p>Does existing curriculum/a address communication techniques</p> <p style="padding-left: 40px;">*Probe whether communication discussions use gendered terms</p> <p>Describe role-playing exercises, probe for whether exercises are broken down into male/female partners, probe for what happened if/when exercise involved same-sex partners</p> <p>Do current programs address the topic of dating and healthy dating behaviors through lessons, roleplay, etc.</p> <p style="padding-left: 40px;">*Probe whether discussions use gendered terms or heteronormative patterns of behavior ,</p> <p>Whether current curriculum/a employs breakout sessions, probe for whether they are divided by sex</p> <p>If given the opportunity to adapt curricula, changes respondent would like implemented</p> <p>Whether respondent feels that current curriculum/a addresses the needs and populations that it serves</p> <p>Whether program(s) addresses topic of sexual activity</p> <p style="padding-left: 40px;">*Probe for whether discussions employ gendered terms</p> <p style="padding-left: 40px;">*Probe for whether pregnancy discussions are taught in tandem with sexual activity discussions</p> <p>Whether program(s) addresses adoption or assisted reproductive technologies, either in general or specifically for same sex couples</p> <p>Whether program(s) addresses contraception/safer-sex practices and/or abstinence</p> <p style="padding-left: 40px;">* Probe for whether discussions employ gendered terms and safer-sex practices that address the needs of LGB couples or individuals</p> <p>Additional information regarding curriculum</p>

Topic	Expert Interview Guide
Program Delivery	<p>How and when is curriculum/a currently adapted based on audience (i.e. has curriculum/a been adapted when LGB identified individuals or couples are present)</p> <p>Challenges faced when curriculum/a has been adapted based upon audience composition</p> <p>Successes when adapting curriculum/a</p> <p>*Probe for other best practices</p> <p>Instances where respondent engagement may be reduced – e.g. use of derogatory language – and appropriate follow-up actions</p> <p>From respondent’s perspective, how facilitators should address issues related to sexual orientation</p> <p>Additional information regarding program delivery</p> <p>Are there any specific delivery issues for youth programming?</p> <p>Any changes in delivery for other populations (race, ethnicity, etc.)?</p>
Potential Issues to Revision and Program Delivery	<p>Whether respondent believes that curriculum developers are willing to adapt existing curricula to make it same-sex couple and LGB individual inclusive</p> <p>Whether respondent believes that schools and school facilitators possess necessary sensitivity and training to delivery LGB appropriate relationship materials</p> <p>Whether respondent believes that same sex couples would feel comfortable being served alongside heterosexual couples</p> <p>Whether respondent believes that opposite sex couples would feel comfortable being served alongside same sex couples</p> <p>Whether respondent believes that separate classes for LGB couples in healthy marriage programs is potentially beneficial and an avenue that should be explored</p>
Training and Perceived Needs	<p>Reservations respondent has, if any, about programs providing curricula to LGB individuals or couples?</p> <p>Training, if any, respondent believes that program facilitators and program officers should receive about LGB issues</p> <p>Training, if any, respondents believes that program facilitators and program officers should receive about same sex relationships</p> <p>What respondent would like to learn regarding LGB individuals, youth, and same sex couples</p> <p>What respondent perceives that others in the organization, or in the larger HM world, could benefit from learning</p> <p>Additional information regarding training or perceived needs, or other information</p>