

Applied Learning Experience

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Tarleton State University

Applied Learning Experience

At the current time the student does not wish to pursue her research project. However, the student will welcome working with refugees on a micro –level; if she crosses the path of a refugee. With the large numbers of refugees entering the United States, yearly, it is likely that the student will have future communications with the refugees. The Method of Social Work Research course will definitely be a foundation that the student can use while working with the refugees.

Methods of Social Work Research was a course that took the classroom from the traditional setting to the real world. The student was afforded the abilities to work with a team the entire period; from Service Learning to Policy, and then to Methods of Social Work. The team worked with the Refugees population. Together, the team bonded and developed a passion for the Refugees. Beforehand the student had no idea what a Refugee was. In fact, she didn't know that such a group of people existed. Service Learning was the introduction to a hands-on experience with human subjects of Refugees.

The student worked with a team addressing a family's immediate needs; food and clothing; and found that an extension that aid was needed for the displaced people. Service Learning was the introduction to a hands-on experience with human subjects of Refugees that were having great difficulties assimilating in the United States. In Policy developed a policy to address the disturbing matter; finding a need for extending government benefits for the refugees. And, in Research the students hoped to interview Refugees; and possibly get a grant written to extend benefits. The group was not able to proceed because the group was not approved to use human objects as there data; so mock data was implemented. Even though the student was not

able to move forward; her group's effort were not a complete failure. The student was given the opportunity to learn how to work with others and seek solutions.

The student is also able to have empathy and understanding for the refugees and their struggles. In addition to the student's courses, she was given the opportunity to work alongside refugees at her internship, a homeless shelter. The student saw the effects of outdated policy, concerning the refugees. Refugees looked to the student for guidance and support. The student's prior dealings with refugees help her to relate and meet them where they were. The worked done in the classroom prepared the student for her interactions with the refugees. There were times when the student encountered refugees that were hostile and resentful. Instead of the student personalizing the attitudes and behaviors of the refugee; the student remain professional and courteous. The student's reaction was a direct result of cultural competency from her previous experience with refugees. The student will be able utilize these skills in her future social work career.

ALE Reflection

476683

Tarleton State University

Mrs. Young

SOCW 3314 Methods of SW Research

November 23, 2015

Personal Reflection

My personal experience with the Methods of Social Work Research class was an opportunity to work through issues, learn to overcome obstacles or find a solution or a suitable work around. While our group IRB was not approved, limiting how we gathered and used the data, it was still a learning experience. Knowing that we could have used the data to further research in the area of our study was impressive to me as a learner and I was somewhat disappointed that we were not able to move forward. However, we did go through the process and gained knowledge of that process and what would be expected in the event that we were to have the opportunity in the future. Having the ability to understand how to use previous research to help prove or disprove a theory or practice and the knowledge of how to conduct a study to impact further research could prove very useful in the social work field where we may find ourselves.

This knowledge could lead us to be able to better assist the population that we might be working with and the agency that serves that population. The most meaning impact that I experienced is after conducting the survey, gathering the data and analyzing it and then realizing that the need for more research is there was a bit frustrating knowing that we could not go further with this particular issue for this class. The need to continue to research a cause that you feel is important and work towards being able to impact that cause would be very powerful.

What I learned from this class I will be able to utilize at my future work place and in the end hopefully work with a team to enhance the lives of those we are serving by impacting the policies and procedures that are in place with a new and better version.

ALE Reflection

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SOCW 3314-050 Methods of Research

Tarleton State University

December 1, 2015

This semester in Methods of Research I have learned a lot about research in general. When it came to research, I really didn't even know where to begin. From the end of the semester in Policy, we started the IRB process. Which is the Institutional Review Board, I learned how to produce an IRB. Our first attempt got sent back and we redid the IRB and sent it back. By the middle of this semester in research our IRB was still not approved so we were told we had to do mock data. I had no clue what mock data meant. I came to find out it's the same as you doing your actual research except you can't use this information except for this class. Through this process this semester I have learned how to collect mock data, code my data, input the data into a spreadsheet and make graphs and percentages of our data. While collecting data, this class also showed a lot of things the diversity class showed. You notice the different cultural, social, economic and political sides of people. It also reminds you that you are going to work with very diverse people and sometimes you have to prepare yourself for that.

Without having these experiences and challenges this semester I would not know how to do these things. I learned you have to be patient when working with an IRB, you have to be a team player and you have to learn to expect not everything is going to go the direction you want it to go. You also have to realize all the diversity that you will work with and you have to remember not everyone's feelings are the same. I feel research has taught me what the process is, so in the future should I ever want to do research I know exactly which direction I need to start first. I went from not knowing anything about research to feeling pretty confident in knowing if I ever want to do research, this class has taught me how. I first didn't understand why we had to take

Running head: ALE REFLECTION

this class but now I'm glad we do. It prepares you for things in your life you might not think you want to do but it's always there to help guide you. I plan on keeping all the information and knowledge I gained for this class in case I ever find myself seeking to do research in the future.

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Research Ms. Young

ALE Reflection

Since I have been in the social work program I have learned a lot from the courses that I have previously taken. There were two courses that really helped me get through the course of research class. The course that started this all was my service learning class. Service learning was helpful because in this course I was introduced to my research topic which is after school programs. In this course I learned about after school programs and some of the problems that after school programs encounter like low attendance. Throughout this course I did some research over what could be done to increase ASP participation. My research continued to policy, in this course I still had the same topic but it was a little different. In policy we had to research different after school program policies. When I came into research I kind of had an idea of what it was like to do research but in this course I got more of an insight. Other courses that helped me with this research class were English and Computer Science. Having previous English courses has helped me with all of the writing assignments that I have had throughout the time I have been in college. The computer science class helped me by providing me with the knowledge that I need to make powerpoint presentations and the some of the data work sheets we did for research.

By taking courses like diversity, policy and research class I was able to see some of the issues that we have around us. I never really knew how important after school programs were until I did some research over it. I also did not realize that the reason why many schools don't have after school programs is because there is not enough funding for them. I learned about other global issues that we have from the research topics that my other colleagues had. These courses

brought awareness about many topics that I did not know about. Being more aware of the issues that are around me are helping me become a better social worker.

Methods and Research ALE Reflection

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Tarleton State University

METHODS AND RESEARCH ALE

Class Summary

Methods and Research class contributed to my learning experience by giving the resource tools in helping to be engaged with refugee communities. Distributing surveys with quantitative pre-developed questions helped me in gaining knowledge about conducting surveys. By participating in research it also exposed me to the need of revision of current policies concerning refugees in the United States. In collecting and coding the surveys, it help to bring awareness to the current issues that refugees are experiencing with lack of available resources. Pursuing a degree in social work, it is important for me to understand the correct method when conducting research.

Collecting data, and being able to analyze is an essential skill in which the method and research class have taught me. With supporting data from the research that was conducted, I am able to bring my research to government-elected officials who enact policies concerning refugees. The data will also support the need for the revisal of current policies that has not seen an effective change in many years. Implications for social work, I must understand the present issues that refugees are experiencing and be able to advocate for them with supporting data.

Research ALE Reflection

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Tarleton State University

This applied learning experience enabled me to apply what I learned from working with the Lesbian, Gay, Bisexual, and Transsexual to my research project to help further research this particular population to obtain and maintain their personal rights. It is not easy to identify as LGBT but it is even more difficult to experience this identity as an adolescent. My group's main goal was to pursue a safe haven for LGBT youth of Tarrant County. We have been working with this population for the past year and in doing so, this has opened our eyes to the discrimination and stigma that the LGBT community faces every day. We rallied for equal rights for LGBT, we rejoiced with them when gay marriage was legalized. We envision a peaceful world alongside them. We hope with them and we, as a group, plan to continue our interactions with them throughout the rest of our lives.

This research class gave me the opportunity to look beyond just the front lines of social work. It was a good way to practice possibly establishing change in the community. Our IRB was not approved and therefore we did not get the full experience this research class was supposed to offer. However, just as in social work, we learned how to adapt, adjust, and overcome and overall persevere. The discussions in class and within our groups allowed us to engage more with the issues the world is facing. Our group honed in mostly on the boundaries placed upon the LGBT community and what we could do to assist them in gaining more rights.

Research as a class is a good idea. Our professor was always willing to go above and beyond to help us and I am forever grateful to her for that. We learned how to be resilient and how, even when things don't go your way, you still have to complete the task at hand. I believe we all learned the importance of never giving up and of pursuing our goals despite the challenges that we sometimes face. We got the experience of how to be a social worker and how to persevere no matter what.

000491151

Methods of Social Work Research

Dr. Nathalie Jones

ALE Reflection

Reflection

I found this course to be very enlightening. Prior to this course I had very little knowledge in terms of research and the methods used. The course covered the research process and the several methodical approaches. As a class we participated in class discussions as well as presentations. Dr. Hall from the Stephenville campus offered her assistance with demonstrating to the class how to gather and process data. Prior to this course I didn't realize the intense need for research.

After reading several journal articles, I realized that there are many limitations and strengths in research. Therefore, there is a need for continuation. My group conducted a research study in regards to LGBTQ youth support in Tarrant County. We used a mixed method which includes a survey with both qualitative and quantitative questions. Based on our research, we determined there is definitely a need for a support system for this population. There are currently no places for the LGBTQ youth of Tarrant County to meet and fellowship with their peers. Our research also showed that many LGBTQ youth suffer from many emotional disparities.

This class taught us how to conduct research as well as sparked a desire to help the population. Research is not only about finding facts or collecting data, it's about making a change. From a social work perspective, research is necessary to bring awareness and change at a micro, mezzo and macro level. This class definitely provided a foundation and sparked an interest that will be the push for further research.

Research and the Real World: An Applied Learning Experience

As new students to the social work program, in Service Learning, we were paired with community partners so that we could gain valuable firsthand knowledge of social work in the field. For me, this looked like assisting an at-risk lesbian, gay, bisexual, and transsexual (LGBT) youth group with locating services, developing their online presence, setting up events, and raising funds within the Tarrant county area. Through this experience, I was able to form lifelong bonds with my student group and valuable resources in the community.

Social Policy was a continuation of the Service Learning track, asking the student groups to analyze a policy related to their assigned population, and then to petition state representatives for change. We learned a lot about the workings of local, state, and federal government, and we rounded it off with a trip to our state Capitol, in Austin, Texas.

Research has been exhausting yet fun. I enjoy research, and I look forward to continuing to learn more about research methods in my graduate studies. Continuing on from the Service Learning and Policy base, we were asked to compile all of our data and experience to present research on our assigned population. For my group, this looks like research gathered to support grant funding for a community center to serve the LGBT youth of Tarrant County. It has been a very fulfilling experience, both emotionally and educationally.

In Service Learning, we were paired with LGBTQ SAVES, a volunteer organization that helps the LGBT youth of Tarrant County. Although we were not required to maintain contact, my group chose to continue volunteering with this group. Our work has not gone unappreciated. In helping this population and organization, I have developed countless contacts in the community that will only benefit me when I become a professional social worker. In addition, I

am modeling behavior for my children, to think and look beyond the lives that we live toward the lives of others, and what we can do to affect change in their lives. I have been privileged to see the happiness on faces, young and old, to see the physical fruits of our shared manual labor, and to see others volunteering and becoming involved in these efforts because they have seen the rewards that our experiences have reaped.

My social work education has taught me that I can create positive change in my community, my country, and the world. I hope to move forward, changing lives for the better, and I hope to teach others how to create positive changes, as well. Social work as a discipline and social workers as practitioners are equipped to make the world a better place. We are enabled to see the world and the people in it as two parts of a whole. One cannot exist without the other, and we are uniquely able to examine the way that those systems depend on one another. Through education, advocacy, and the fight for social justice, social workers can change the world and the way we all live and interact within it.

Social Media Based Learning on Student Attitudes in Social Work Education

VAHREN E. CORNELL, LAURIA MCNEEL
FACULTY MEMBER OF UNIVERSITY OF

Background

- ▶ Technology has become a part of everyday life; social media as a learning tool is proving to be beneficial (Knezek, Mills, & Wakefield, 2014)
- ▶ Students with no prior knowledge of social media suffer from increased anxiety and distress (Holmes, Painter, Oestlich, & Park, 2015)
- ▶ "Social workers do not need to fear social media, but they do need to understand it and make a place for it in their ethical awareness" (Voshei & Wesala, p. 75, 2015)
- ▶ Social media is a growing trend (Asur & Huberman, 2010)
- ▶ Social media applications are a platform for student collaboration (Kaplan & Haenlein, 2010)

Question and Hypothesis

Research Question

- ▶ What are your attitudes toward assignments that include the use of Instagram, Twitter, or Google Plus in college courses? (Specify platform)
- ▶ Research focused on Google applications

Hypothesis

- ▶ Student attitudes toward social media will present significant differences depending on individual perspective and experience with classroom usage.

Theoretical Support

Social Learning Theory (Bandura, 1977)

- ▶ Learned behaviors from an individual's environment
- ▶ Can often be used as motivation to listen carefully and to pay attention

Unified Theory of Acceptance and Use of Technology (Venkatesh, 2003)

- ▶ Familiarity with devices and user skill levels impact acceptance of technology
- ▶ Performance of applications and effort to operate impact usage intention and behaviors

Objectives

- ▶ **Objective One:** To assess the attitudes of social work learners on the use of social media within higher education
- ▶ **Objective Two:** To provide an opportunity for a shift in teaching and learning styles
- ▶ **Objective Three:** To provide increased awareness of the negative and positive aspects of social media utilization within higher education

Supportive Literature

- ▶ Attitude is defined as "a predisposition to respond cognitively, emotionally, or behaviorally to a particular object, person or situation in a particular way" (Audi, 1999)
- ▶ Increasing in usage within higher education (Moran, Seaman, & Tink-Kane, 2011)
- ▶ Without clear instruction, students were prone to over-sharing critical and protected information in ways that could breach confidentiality of clients and/or agencies (Duncan-Dastan, Hunter-Sloan, & Fullmer, 2013)
- ▶ There is a need to examine the ways that technology can be integrated for teaching and learning (Faculty Survey of Student Engagement); Measuring Student Attitudes Toward Learning with Social Media: Validation of The Social Media Learning Scale, 2014)

Exploratory Research Design

Qualitative Study

6 Pre-developed Questions:

- ▶ What is your attitude or perspective on the use of social media in a college course?
- ▶ What would change your attitude towards using social media on course assignments, whether negatively or positively?
- ▶ What are your attitudes about assignments that include the use of Google, Instagram, or Twitter in college courses?
- ▶ How do you think students' attitudes would change about using social media in college courses if they had more frequent assignments that included social media?
- ▶ Do you think there is a difference in attitudes on the use of social media in a college course between traditional and nontraditional students, if so then why?
- ▶ Anything you wish to add about social media in college courses?

Exploratory Research Design

Target Population

- ▶ Undergraduate social work student sample size – 62
- ▶ 4 incomplete, 58 total respondents

Demographics

- ▶ 5 Males, 57 Females
- ▶ Classification: 29% traditional & 71% non-traditional

Qualtrics

- ▶ Link to participants
- ▶ Exported Qualtrics data to MS Excel

Exploratory Research Design

Instruments

- ▶ (6) Pre-developed Questions
- ▶ Completion of Consent forms

Three Level Coding Process (Hahn, 2003)

- ▶ Level One: Initial Coding (134 Codes)
- ▶ Level Two: Category Development (8 Categories)
- ▶ Level Three: Thematic Development (2 Themes)

Mixed Methodology

- ▶ Multiple, contradictory, but equally valid methodologies can exist for studying the same phenomenon (Onwuegbuzie, 2012)
- ▶ Multi-level surveys conducted during the pilot study of a research project can contribute to the revelation of unforeseen relationships between data sets that can be overlooked when maintaining a separation of qualitative and quantitative approaches (Mauceri, 2014)
- ▶ A mixed method research style is able to combine all aspects of function into a multi-dimensional framework that allows a generalist social worker to more closely examine client systems (Christ, 2014)

Data Analysis

134 Codes

8 Categories

2 Themes

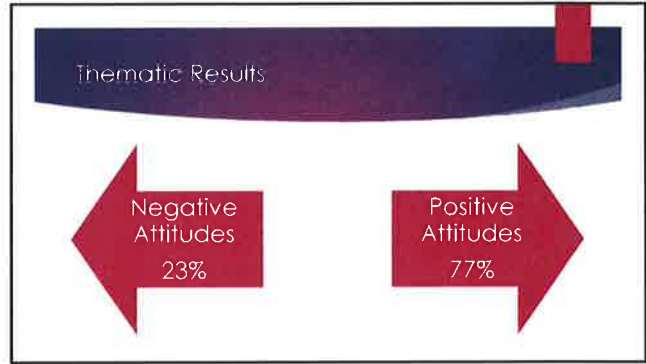
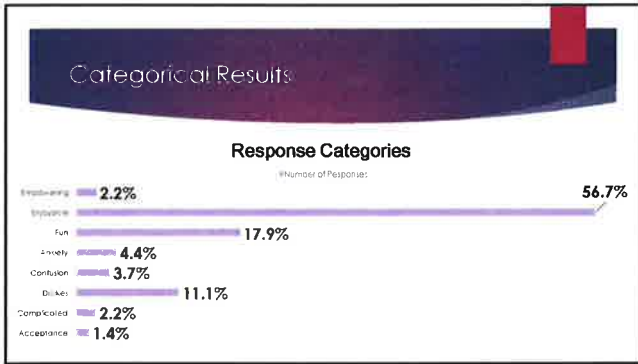
Data Analysis & Overall Results

8 Categories

- ▶ Empowering (2.2%; n=3)
- ▶ Enjoyable (56.7%; n=76)
- ▶ Fun (17.9%; n=24)
- ▶ Anxiety (4.4%; n=6)
- ▶ Confusion (3.7%; n=5)
- ▶ Dislike (11.1%; n=15)
- ▶ Complicated (2.2%; n=3)
- ▶ Acceptance (1.4%; n=2)

2 Themes

- ▶ Positive Attitudes Towards Social Media in the Classroom (76.9%; n=103)
- ▶ Negative Attitudes Towards Social Media in the Classroom (23.1%; n=31)



- ### Conclusions
- ▶ A learning curve exists when utilizing new technology in the classroom
 - ▶ With proper instruction and guidance, social media may be implemented in the classroom, with a great degree of success
 - ▶ A majority of student learners experienced a positive attitude toward Google applications in the higher learning social work classroom
 - ▶ More data is needed to assess the attitudinal differences between male and female learners

- ### Implications for Further Research
- ▶ Assessing the attitudinal differences between traditional learners and non-traditional learners
 - ▶ Assessing the attitudinal differences when assigned a peer mentor for application assistance
 - ▶ Assessing the attitudinal differences when utilizing other forms of social media
 - ▶ Assessing the attitudinal differences when comparing social media applications with traditional online learning methods such as Blackboard and College Plus systems

References

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Analysis of Service Availability for Tarrant County LGBT Youth

Background

- ▶ **LGBT youth at increased risk for:**
 - Suicide
 - Depression
 - Bullying
 - Homelessness
 - High School Dropout (Strawig & Scheering, 2013)
- ▶ **Currently no space for population to gather**
- ▶ **No convenient place to access services and resources**
- ▶ **Little community awareness of LGBT youth culture** (Winn & Cripp, 2004)

Question and Hypothesis

- ▶ **Research Questions**
 - **Q1:** Have the LGBT youth of Tarrant County experienced emotional or physical trauma as a result of their status?
 - **Q2:** Would the LGBT youth of Tarrant County benefit from a community center that would provide services and resources aimed at their population?
- ▶ **Hypothesis**
 - A community center offering support for the LGBT youth of Tarrant County would provide relief from the emotional and physical abuse experienced by their population

Theoretical Support

- ▶ **Critical Theory (Geuss, 1981)**
 - Developed by Max Horkheimer in 1937
 - Social theory oriented toward changing society as a whole
- ▶ **General Strain Theory (Agnew, 1992, 2001)**
 - Strain occurs with maltreatment
 - Causes rise in negative thoughts, emotions and behaviors
- ▶ **Self-Psychology Theory of Personal Development (Kohut, 1984)**
 - Healthy amount of narcissism reflects an ongoing sense of self
 - Necessary to have a significant connection to parents and peers

Objectives

- ▶ **Objective One:** To increase community awareness of LGBT youth culture
- ▶ **Objective Two:** To prove a need exists for a community support center for LGBT youth
- ▶ **Objective Three:** To provide data support for grant or community-based funding for a community support center for LGBT youth

Supportive Literature

- ▶ Research suggests that school-based resources play an important role in LGBT students' academic outcomes
- ▶ "A sense of school connectedness...is an important contributor to adolescent development"
- ▶ LGBT students are at a higher risk for suicide, substance abuse, and depression
- ▶ LGBT teens across the US are still experiencing higher instances of mental health disparities and more feelings of social isolation in comparison to their heterosexual peers
- ▶ Feeling connected to a sexual minority community through LGBT community-based social support programs can improve an adolescent's self-esteem (Winn, 2012)

Mixed Methodology

- ▶ Multiple, contradictory, but equally valid methodologies can exist for studying the same phenomenon (Onwuegbuzie, 2012)
- ▶ Multi-level surveys conducted during the pilot study of a research project can contribute to the revelation of unforeseen relationships between data sets that can be overlooked when maintaining a separation of qualitative and quantitative approaches (Maucek, 2014)
- ▶ A mixed method research style is able to combine all aspects of function into a multi-dimensional framework that allows a generalist social worker to more closely examine client systems (Christ, 2014)

Research Design

- ▶ **Mixed Methods Study**
- ▶ **2 Qualitative Questions**
 - In your own words, please describe your experience as an LGBT youth in Tarrant County.
 - In your own words, please explain how you think a community center for LGBT youth in Tarrant County would benefit or detract from the LGBT youth experience.
- ▶ **7 Quantitative Questions**

Research Design (cont.)

- ▶ **Target Population**
 - LGBT youth alumni from Tarrant County high schools (sample size – 16)
 - Respondents must fall between the ages of 18 and 35
- ▶ **Demographics**
 - 3 lesbians; 3 bisexuals; 9 gay; 1 transgendered
 - 9 female; 7 male
 - 5 African-American; 6 Latino; 3 Caucasian; 2 Mixed-Race

Research Design (cont.)

- ▶ **Instruments**
 - Completion of Consent Forms
 - Administration of 13 question mixed-method survey
- ▶ **Three Level Qualitative Coding Process (Hahn, 2003)**
 - Level One: Initial Coding
 - Level Two: Category Development
 - Level Three: Thematic Development

Data Analysis – Quantitative Results

- ▶ **Respondents answered 6 quantitative questions:**
 - Did you experience suicidal thoughts, during your youth, as a result of your LGBT status?
 - Did you experience depression (It's could be feeling of overwhelming sadness or emptiness, generalized anxiety, hopelessness, loneliness) during your youth, as a result of your LGBT status?
 - Were you offered additional services during your youth, as a result of your LGBT status, such as: mentorship, counseling, services, tutoring, or other educational and/or social support services?
 - If yes, please check the boxes that describe the services that you were offered: mentoring, counseling/therapy, tutoring, other support services?
 - Do you think that services such as those mentioned above, could contribute to the overall experience of LGBT youth in Tarrant County?
 - Would you have utilized those services had they been offered to you or an LGBT youth?

Data Analysis – Quantitative Results

Question	Count
1. Did you experience suicidal thoughts, during your youth, as a result of your LGBT status?	11
2. Did you experience depression (It's could be feeling of overwhelming sadness or emptiness, generalized anxiety, hopelessness, loneliness) during your youth, as a result of your LGBT status?	11
3. Were you offered additional services during your youth, as a result of your LGBT status, such as: mentorship, counseling, services, tutoring, or other educational and/or social support services?	14
4. If yes, please check the boxes that describe the services that you were offered: mentoring, counseling/therapy, tutoring, other support services?	3
5. Do you think that services such as those mentioned above, could contribute to the overall experience of LGBT youth in Tarrant County?	1
6. Would you have utilized those services had they been offered to you or an LGBT youth?	5

Data Analysis and Results

- ▶ Additionally, respondents were asked:
 - On a scale of 1 to 10, with 1 being the worst and 10 being the best, how would you rank your high school experience as an LGBT youth in Tarrant County?



Data Analysis – Qualitative Results

- ▶ Two qualitative questions:
 - Q1: In your own words, please describe your experience as an LGBT youth in Tarrant County.
 - Q2: In your own words, please explain how you think a community center for LGBT youth in Tarrant County would benefit or detract from the LGBT youth experience.

Qualitative Results (cont.)

Question 1: 39 Total Codes

5 Categories

- Good (n=10; 26%)
- Alone (n=3; 8%)
- Uncertain (n=3; 8%)
- Unhappy (n=19; 49%)
- Supported (n=4; 10%)

2 Themes

- Positive experience (n=14; 36%)
- Negative experience (n=25; 64%)

Qualitative Results (cont.)

Question 2: 31 Total Codes

6 Categories

- Less depression (n=2; 6%)
- Helpful (n=8; 26%)
- Support (n=9; 29%)
- Unsure (n=2; 6%)
- Feel Accepted (n=8; 26%)
- Feel Safe (n=2; 6%)

2 Themes

- Beneficial (n=29; 94%)
- Uncertain (n=2; 6%)

Conclusions

- ▶ The majority of respondents encountered some amount of emotional or physical abuse as a result of their LGBT status
- ▶ The majority of respondents felt that a community support center for LGBT youth of Tarrant County would be beneficial to the population
- ▶ The majority of respondents indicated that they experienced a relatively positive high school involvement, overall
- ▶ More respondents are needed to provide a more accurate portrayal of the Tarrant County LGBT youth experience

Implications for Further Research

- ▶ Examine the impact that race has on the LGBT youth experience
- ▶ Examine youth where they are, in addition to post-high school
- ▶ Assess which services are most likely to result in a more positive outcome for the population
- ▶ Assess the impact of socioeconomic standing on the LGBT youth experience

References

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Questions

