



Methodology and Technical Notes
Generations Qualitative Interviews Recruitment and Enrollment

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About the Generations Study

The *Generations* study¹ is a five-year study designed to examine identity, stress, health outcomes, and health care and services utilization among LGBs across three generations of adults. The generations were divided into three cohorts, which were defined according to the unique social environments in which each group came of age (see Table 1).

Table 1. Generations names	
<i>Ages 18-25</i>	<i>Cohort name: cultural inclusion</i>
	<i>Key word: equality</i>
<i>Ages 34-41</i>	<i>Cohort name: institutional advancement</i>
	<i>Key word: visibility</i>
<i>Ages 52-59</i>	<i>Cohort name: identity formation</i>
	<i>Key word: pride</i>

* Key words were created to help frame the name of the generations in conversations, papers, etc.

The youngest of the three generations, the “cultural inclusion” generation or the “equality” cohort, consisted of sexual minorities between the ages of 18 and 25 at the beginning of the study in 2015. Representing improved social context, the equality cohort came of age after sodomy laws were ruled unconstitutional, when discourse shifted to that of equality, leading to advocacy for inclusion of sexual minorities in the U.S. cultural fabric, including the military and institution of marriage.

The middle generation, the “institutional advancement” generation or “visibility” cohort included sexual minorities ages 34-41, who were strengthened by and integrated into the social institutions of the 1990s. This cohort came of age at a time when the HIV/AIDS epidemic was at its height, but effective AIDS treatments became available. The visibility cohort was also the first to have great access to resources through the internet. LGBT people gained heightened public scrutiny and increase of stigma and prejudice due to fear of AIDS at this time, but there was also greater political awareness and consolidation of LGBT community institutions (like health centers).

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Bianca D.M. Wilson, Ph.D. (Co-Investigators, listed alphabetically).

The oldest of the three generations, the “identity formation” generation or “pride” cohort, consisted of sexual minorities between the ages of 52 and 59. This cohort came of age as the first post-Stonewall generation, with the declassification of homosexuality as a mental disorder but continued stigmatization. They experienced early adulthood at a time when sexual minority communities and institutions formed in urban centers, community celebration such as Gay Pride became regular events, and a “gay pride” discourse took hold in the LGBT community.

Generations Study Aims

Minority stress theory has provided an effective model for the study of health disparities in LGB individuals. However, today’s LGB youth have come of age in a society that is more accepting of sexual diversity than ever in the past. Because of its focus on the social environment, minority stress theory leads us to predict that with improvement in the social conditions of LGB people, the character of stress processes and associated health outcomes affecting LGBs has also changed. The study aims to assess whether younger cohorts of LGBs differ from older cohorts in how they experience sexual identity development and minority stress related to prejudice and everyday forms of discrimination, and whether patterns of resilience differ between different LGB cohorts. Additionally, the study aims to examine how differences in stress experience affect mental health and well-being, including depressive and anxiety symptoms, substance and alcohol use, and suicide ideation and behavior, and how younger LGBs utilize LGB-oriented social and health services, relative to older cohorts.

Generations Qualitative Approach

Generations investigators developed a qualitative interview protocol, designed to understand sexual identity and minority stress in the context of social change.

The qualitative component of *Generations* sought to address the following specific aims:

1. To describe similarities and differences between younger and older sexual minority cohorts in trajectories of the formation, expression, and experience of sexual identity.
2. To describe similarities and differences between members of younger and older sexual minority cohorts in trajectories of exposure to minority stress and resilience (availability of coping and social support resources).
3. To describe similarities and differences among sexual minority cohorts in trajectories of utilization of health and social services and public health information.

To study these questions, elements of narrative and phenomenological approaches (e.g., Frost, McClelland, Clark, & Boylan, 2014) were combined. This required a semi-structured interview protocol that was open enough to provide storied accounts of lived experience reflective of narrative meaning making processes as well as specific content-oriented questions about phenomena central to the aims and research questions of the study (e.g., sex and sexual cultures, community, stress and coping). Thus, the instrument included general questions about key events and trajectories in participants' general life stories, as well as specific questions about same-sex awareness and experiences and sexual identity development, minority stress experiences, including stressful life events related to sexuality, experiences with stigma and expectations of discrimination based on sexuality, internalized homophobia, and perceptions of relationships between sexual minority stress and the structural and cultural dimensions of other social statuses (e.g., race/ethnicity, gender, rural residence). Given the focus of the study on identity development and individual-level meaning making of experiences of minority stress, the design of the study involved individual one-on-one interviews, rather than focus groups.

Recruitment

Based on the study's foundations in minority stress, intersectional and life course perspectives, we used quota sampling to ensure roughly equal representation of participants across these age cohort, gender, and racial/ethnic groups (Table 2). Many qualitative studies focus on one geographic area and lack the ability to compare across locations, potentially missing important diversity in the lived experiences of sexual minorities. To address this, we recruited participants from four geographic regions of the country: New York City Metro area, San Francisco Bay area, Tucson, Arizona area, and Austin, Texas area. Each site had a catchment area of 80 miles, which included urban and non-urban areas.

Table 2: Enrollment targets							
	Black	White	Latino	API	AI/NA*	Multi*	Total
Equality Cohort 1 (18 - 25 years old)							
Men	6	6	6	6	6	6	24-36
Women	6	6	6	6	6	6	24-36
Visibility Cohort 2 (34 - 41 years old)							
Men	6	6	6	6	6	6	24-36
Women	6	6	6	6	6	6	24-36
Pride Cohort 3 (52 - 59 years old)							
Men	6	6	6	6	6	6	24-36
Women	6	6	6	6	6	6	24-36
Total	36	36	36	36	36	36	144-216

* Not included in grant proposal, added to increase diversity. Sites attempted but not required to achieve the target *n* per cell.

Eligibility criteria:

- Age: 18-25, 34-41, or 52-59 years old on screening
- Sex/gender: cisgender men, cisgender women, genderqueer
- Sexual orientation: LGB, or other non-heterosexual orientation
- Race/ethnicity: Black, White, Latino, API, AI/NA, or bi/multi-race. Efforts were made to adhere to quotas below.
- Education: completed 6th grade or more
- US residency: between ages 6-13
- Spouse/partner: NOT already enrolled in Generations
- Zip code: within 80 miles of the study sites. Bay Area, CA (University of California, Santa Cruz), Tucson, AZ (University of Arizona), Austin, TX (University of Texas at Austin), or New York, NY (Columbia University)

To achieve these sampling goals, the study employed a modified targeted nonprobability sampling strategy, using an ethnographic approach to identify key venues frequented by sexual minority individuals in each of the four sites (Meyer, Schwartz, & Frost, 2008; Waters & Biernacki, 1989). Venues included stores, cafes, and restaurants, churches/temples, parks and other outdoor areas (street), bars and clubs, etc. To minimize bias inherent to community samples, we avoided recruitment from venues that, by design, over-represent individuals with high levels of mental health problems and/or stressful life events (e.g., 12-step programs, HIV/AIDS service providers). To reach individuals who may not otherwise attend the physical venues, targeted study advertisements were placed in local social media. Trained research workers recruited individuals in these venues, providing study information including a study website and toll-free number where information and screening for eligibility was conducted. Individuals were screened with Qualtrics survey software. 3,618 screeners were completed (See Appendix 1). After eliminating duplicates, a total of 1,307 screeners were eligible. To avoid saturating the sample with attendees of any particular venue at a particular time, recruitment caps were used so that no venue was disproportionately represented in the sample. See Table 3 for the study's final enrollment.

Table 3: Final Enrollment							
	Black	White	Latino	API	AI/NA	Multi	Total
Equality Cohort 1 (18 - 25 years old)							
Men	7	7	8	6	3	5	36
Women	8	7	8	6	4	7	40
Visibility Cohort 2 (34 - 41 years old)							
Men	4	8	8	6	5	2	33
Women	8	8	7	5	2	6	36

Pride Cohort 3 (52 - 59 years old)							
Men	5	9	7	1	1	2	25
Women	6	8	3	2	0	2	21
Total	38	47	41	26	15	24	191

Generations Qualitative Sample

Interviews (See Appendix 2) were conducted at university offices or another private location preferred by participants (e.g., home, library), at each of the 4 interview sites: The San Francisco Bay Area, New York City metropolitan area; Tucson, Arizona, and Austin, Texas. Interviews were conducted by trained interviewers, lasting 120 – 180 minutes. Participants received a \$75 incentive for their participation. Data were collected between April, 2015 and April, 2016. A total number of 191 interviews were conducted across the sites. See Table 4 for the demographics of interviewed respondents.

Table 4. Descriptive and Demographic Characteristics, Generations Qualitative Interviews (n=191)				
	Cultural Inclusion	Institutional Advancement	Identity Formation	Total
	Ages 18-25 (n=76)	Ages 34-41 (n=69)	Ages 52-59 (n=46)	(n=191)
Sexual Orientation				
Gay/lesbian	42	40	31	113
Bisexual	21	13	11	45
Queer	5	13	4	22
Pansexual	7	2	0	9
Two-spirit	1	1	0	2
Gender Identity				
Woman	35	30	21	86
Man	32	31	25	88
Genderqueer	9	8	0	17
Race				
White	14	16	17	47
Black	15	12	11	38
Latino/ Hispanic	16	15	10	41
Asian/Pacific Islander	12	11	3	26
American Indian	7	7	1	15
Bi/Multi-Racial	12	8	4	24
Education				

V3

Generations Qualitative Methods

5th grade or less	0	0	0	0
6th-8th grade	0	3	2	5
High school	15	1	3	19
Technical/trade	2	1	1	4
Some college	35	15	11	61
Associates	4	9	7	20
Bachelors	15	14	11	40
Some postgraduate	5	5	3	13
Completed postgraduate	0	21	8	29
Urbanicity (RUCA)				
1	69	66	43	178
2	0	1	1	2
3	0	0	0	0
4+	7	2	2	11

generations

A Study of the Life and Health of LGB People in a Changing Society

Thank you for your interest in the Generations Study. We would like to ask you a few questions to see if you might be eligible for our research study. We are doing a study on the lives and experiences of lesbian, gay and bisexual people and how these experiences have differed across the generations.

It is very important to the success of this research that we get input from a wide variety of people. We want our research to achieve scientifically valid results so that it has a meaningful impact on LGB people. If you are eligible and volunteer to participate in this study, you will be asked to participate in a 2.5 - 3 hour interview with a researcher where we will ask you to tell us about your life experiences.

The screening will take about ten minutes. We will ask you basic demographic questions like how you identify in terms of race, gender, and sexual orientation, and also about the areas you live in currently or in the past. You do not have to answer any questions you do not wish to answer or are uncomfortable answering, and you may stop at any time. Your participation in the screening is voluntary.

Your answers will be confidential. No one will know your answers except for the research team.

If you are eligible to participate and consent to participate in the full interview study, your responses to the screening survey will be combined with your interview information. If you are not eligible for the study, we would like to keep your responses for informational purposes in case we begin another study that you may be eligible for and interested in. If you are not eligible, and do not want us to retain your information, please let us know at the end of the survey and we will delete your information in that case.

If you are interested in completing the screening survey, please fill out the following pages.

If you are not interested in completing the screening survey, we thank you for your time and interest.

SCREENER ID: _____

What is the highest level of school you have completed or the highest degree you have received?

- ☐ Less than 5th grade (or no schooling)
- ☐ Completed between 6th and 8th grade
- ☐ High school graduate (Grade 12 with diploma or GED certificate)
- ☐ Technical, trade, vocational, or business school or program after high school
- ☐ Some college - college, university, or community college - but no degree
- ☐ Two year associate degree from a college, university, or community college
- ☐ Four year bachelor's degree from a college or university (e.g. BS, BA, AB)
- ☐ Some postgraduate or professional schooling after graduating college, but no postgraduate degree (e.g. some graduate school)
- ☐ Postgraduate or professional degree, including master's, doctoral, medical, or law degree (e.g. MA, MS, PhD, MD, JD)

What sex were you assigned at birth, or on your original birth certificate?

- ☐ Male
- ☐ Female

What is your current gender identity? (Select all that apply)

- ☐ Male
- ☐ Female
- ☐ Trans male/Trans man
- ☐ Trans female/Trans woman
- ☐ Genderqueer/Gender non-conforming
- ☐ _____ Different identity (please specify)

What is your birthday? (mm/dd/yyyy): _____

SCREENER ID: _____

How do you identify your race or ethnicity? (Select all that apply)

- ☐ American Indian or Alaska Native
- ☐ Asian/Pacific Islander
- ☐ Black/African American
- ☐ Hispanic/Latino
- ☐ White
- ☐ _____ Other (please specify)

Do you think of yourself as:

- ☐ Straight or heterosexual
- ☐ Gay or lesbian
- ☐ Bisexual
- ☐ _____ Other (please specify)
- ☐ Refuse to answer
- ☐ Don't know

Did you live in the United States between the ages of 6 and 13?

- ☐ Yes
- ☐ No

Do you have a spouse/partner who has already participated in this study?

- ☐ Yes
- ☐ No

If eligible, you will be contacted to participate in a 2.5 to 3-hour interview, conducted in English.

Are you willing to participate in this study?

- ☐ Yes
- ☐ No

SCREENER ID: _____

Please provide the following contact information:

Name:

Phone number:

Email address:

What city or town do you live in?:

What is your zip code?:

Is it okay if we keep your contact information to invite you to participate in other studies?

☐ Yes

☐ No

Thank you for answering the screening questions. We will review your responses and contact you if you are eligible to confirm your interest in participating and set up a time for you to meet with a member of our research team to do the interview. If you are not eligible for the study, we will not contact you again for this project.

If you have questions about your rights as a research subject or if you wish to voice any problems or concerns you may have about the study to someone other than the researchers, please call the UCLA Office of the Human Research Protection Program at (310) 825-7122. Thank you again for your willingness to answer our questions.

To learn more about the Generations Study go to our Web site: www.generations-study.com

SCREENER ID: _____



A Qualitative Approach to Understanding Minority Stress, Identity, and Health in the Context of Social Change – Interview Protocol

Authors: Frost, D.M., Hammack, P.L., Wilson, B.D.M., Russell, S.T., Lightfoot, M., & Meyer, I.H.
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Identity Stress and Health in Three Cohorts of Lesbians Gay Men and Bisexuals

Protocol for Qualitative Life Story Interview

Note to Interviewer: Interviewer instructions are in [brackets]. All numbered questions should be asked directly to participants. Questions beginning with letters are suggested/optional probes and only need to be asked if the participant's response to the preceding numbered question is insufficient.

INTRODUCTION

[Let them know:]

- Start by doing a couple of activities that give life overview
- Activities last about 30-40 minutes
- Questions about communities that you are part of, as well as your sexual experiences and relationships
- Then we'll talk about challenges and stressors that you may have experienced over your life
- As well as some questions about the social and historical changes that have occurred related to LGB issues
- We'll end the interview with some questions about your experiences accessing health care.
- We will take a break about midway through the interview, but can also break at any time you need

PART 1. LIFE STORY

Life-Line Drawing [About 10 minutes]

This first activity is called a life-line. [Hand R lifeline paper and pen] Please draw a line that represents your life. The line should begin when you were born, go to today and then continue into your future. The line should go up when it was a good time in your life and down when it was a bad time in your life. Take a few minutes to think about your life and draw the line, and when you are finished we can discuss it.

Life-Story Narrative and Critical Events [About 15 – 20 minutes]

1. Now for the next 15-20 minutes I'd like to go over the line you drew that represents your life and ask you some specific questions about critical life events. First, tell me why you drew the line the way you did. [Probe only for clarification on events; avoid interruptions.]

Now, I'd like us to focus on a few key events that happened to you in your life. For each event, please describe what was happening, where you were, who you were with, and what you were thinking and feeling at the moment.

2. Tell me about your first memory, the very first thing you can remember in life.
3. Tell me about the time in your life that is really the highest point in your life story, a time when you were just so happy and felt at peace with the world.
4. Tell me about the time in your life when you felt the lowest—a time when you felt a lot of negative emotions, like sadness, despair, fear, or anger.
5. Now tell me about a turning point in your life. A turning point is a time in which something happened that changed you as a person. Think of a particular event in your life that had this kind of impact on you,

when before this event happened, you thought of yourself one way, then the event happened and you thought of yourself in an entirely different way.

Thank you for sharing this overview of your life story. We may come back to some of these events later in the interview.

PART 2. SOCIAL IDENTITIES AND COMMUNITIES

Identity Map [About 5 minutes]

For this next activity, please use this page as a starting point for listing the identities and roles that describe who you are. You can write words or phrases that represent different aspects of yourself, these might include social identities or labels related to gender, race, sexuality, class, occupation, different roles in your life, or any words or phrases that describe you. [Hand R the blue colored pencil to fill it in]

Identity Map Narrative [About 25 minutes]

For the next 25 minutes or so I'd like to go over the words and phrases you used to describe yourself. [If R did not write descriptor for race, gender, and/or sexual orientation, ask why R didn't. Probe how R identifies in these areas. Write in additions to the identity map in a green colored pencil].

1. In terms of your sexual orientation, you told me that you see yourself as [sexual identity in map]. Tell me about how you came to identify yourself with this sexual identity label and your process of telling others about your identity.
 - a. People use a lot of different words to describe their sexual orientation. Tell me about why you think the word you use fits you best?
 - b. [Probe for milestones such as specific age of self-awareness, disclosure to others such as friends and family.]
2. [Determine the core social identities – race, sexual, gender- that may intersect; SKIP if R does not seem to have intersectional identities of significance.] I'd like to understand how you see some of these different identities relating. Tell me about your experience of being [SEXUAL IDENTITY] in the [RACE/ETHNICITY/GENDER] community.

Tell me about your experience of being [RACE/ETHNICITY/OTHER] in the [SEXUAL IDENTITY] community.

3. You said you identify as [GENDER]. What's it like being a [GENDER] within [RACE/ETHNICITY] LGB communities?
 - a. For example, are there ways your experiences might be different if you were NOT [GENDER]?
4. Do you see yourself as more "masculine" or "feminine"?
 - a. What is it like to be [MASC/FEM] in the [SEXUAL IDENTITY] community?
 - b. Do you have a label or identity related to how masculine or feminine you see yourself?
5. Now I'd like to ask you about communities you feel you belong to. Tell me what communities you feel you are a part of, and tell me what those communities look like in terms of who is in them (e.g., the type of people). [Let R define community, if asked.]
 - a. In what ways does it feel like a community? Or what makes it a community?

- b. Tell me about the relationships between the different communities you feel a part of. Or how are they related or ever interact? What's it like to be a part of them at the same time?
- c. **[If not already covered]** - Tell me about the [SEXUAL IDENTITY] community you are in specifically and how it interacts with other communities

PART 3. SEX AND SEXUAL CULTURES

We're done now with those two exercises and will now move on to discuss your sex life and relationships. This part of the interview will last about 20 minutes, and then we'll take a break.

1. First, tell me about how you thought about sex and relationships during **puberty and adolescence**.
[Refer to lifeline period on drawing if needed].
 - a. How did you approach finding sex and/or romantic partners?
 - b. What kinds of things interested you or excited you sexually?
 - c. What kinds of things were you worried about?
 - d. What was your sex life like back then?
 - e. How did you feel about sex back then?
2. And how about today? Tell me about the romantic and/or sexual relationships you are in now.
 - a. Are you currently in a relationship or relationships? For how long? Is your relationship or are your relationships monogamous or non-monogamous. [Ask for details, change over time, etc.]
 - b. How do you feel about your sex life? Satisfied? Less than Satisfied?
 - c. How do you feel about your relationship status?
 - d. What kinds of things worry you about sex these days?
 - e. **[If not mentioned in identity map]** – Some people identify with a sex position identity or role, like “top,” “aggressive,” “pillow princess,” “bottom.” Do you use any labels or terms like these to describe yourself?
 - f. How does using that label [or not having a label] affect your sex life? Your relationships?
 - g. **[If not covered in sex roles question]** – How does the way you see yourself as masculine and/or feminine relate to your approach your sex life? Relationships?
3. Have the ways you think about and approach sex and relationships changed over the years?
 - a. Why do you think this has changed over the years?
 - b. Probe for life events and social factors affecting observed differences.
 - c. Probe for specific ages at which changes are noted.
4. Looking at your identity map and thinking about the communities and groups you discussed earlier, have you seen changes over the years in how sex and sexual practices are talked about among your friends who are also [sexual identity label]? *[Probe for life events and social factors affecting observed differences]*.
 - a. Why do you think some of these changes have happened?
 - b. What about availability of different medications for sexually transmitted infections or HIV? Do you see people in your community changing the ways they approach sex because of these?
 - c. **[MEN ONLY]** – More specifically, how has the availability of PrEP, also known as the pre-exposure HIV drug, changed how people you know approach sex and relationships?

[Take a 10 minute break]

PART 4. CHALLENGES, STRESS, AND COPING [About 20 minutes]

Thank you for sharing all that you have with me so far during the interview. The second half of the interview will ask you specific questions about challenges and stresses in your life and how you coped with them, as well as your experiences with health care services and your impressions of social changes for LGB people and how they have affected your life.

Challenges and Stress

1. Looking back over your life, tell me what you think has been the single greatest challenge you have faced so far in life. [Use lifeline and use as visual aid. If not already on the line, ask participant to mark and label].
2. Tell me how you have handled this challenge, and how you think having to deal with this challenge has impacted you as a person.

[These questions, #3-4, are about major and minor events and incidents of antigay prejudice, discrimination, and violence].

3. How about any challenges you may have had in your life related to being [LGB term]? Starting when you were an adolescent, were there times when you were treated differently because of your sexual identity and or gender expression?

[If R asks to explain “difference”, you can add: when you experienced prejudice, stigma, discrimination or violence?]

[Refer back to lifeline. Ask if there were specific events or ongoing experiences, for each event or experience ask:]

- a. What happened?
- b. Who was involved?
- c. How did you feel about the experience?
- d. How did you cope with the experience?

4. Were there other times in your life that you were treated differently because of your sexual identity and or gender expression? Has that changed over time?

[Refer back to lifeline. Ask if there were specific events or ongoing experiences, for each event or experience ask:]

- a. What happened?
- b. Who was involved?
- c. How did you feel about the experience?
- d. How did you cope with the experience?

5. [This question is about self-acceptance vs. internalized homophobia]

Looking back over your life, were there times that you had an easy or hard time accepting yourself as [LGB term]? Has that change over time? [Explore different time periods related to self acceptance vs. self rejection (internalized homophobia)].

6. [This question is about concealing LGB identity vs. being out]

People sometimes need to or feel like they need to hide their LGB identity from others such as family and friends, teachers, colleagues and co-workers, health professionals, etc. Looking back over your life, please tell me about being out vs. not being out about your [LGB identity term]

[Refer back to lifeline. Ask if there were specific times/contexts when this was an issue and ask:]

- a. When and where did this happen?
- b. Who was involved?
- c. How did you feel about the experience?
- d. How did you cope with the experience?

7. [This question is about expectations of rejection and discrimination vs. acceptance and equality in interactions in society in general]

In general, in your day-to-day experiences, do you feel that society is accepting of you and other LGB people?

- a. Why or why not?
- b. Has this feeling changed over your lifetime?

Coping and Support

1. What types of things helped you deal with challenges and negative experiences you've had related to being [LGB term]?
 - a. Have the kinds of resources or supports available to you changed over the years? If yes, how?
 - b. Have you gone to an LGBT-specific organization such as LGBT community center?
 - c. Have you sought help or advice from an LGBT person or organization online?
 - d. Have you sought help or advice from an LGBT person or organization in your community or neighborhood? Did you travel outside of your neighborhood to seek such people or organizations?

PART 5. SOCIAL AND HISTORICAL MOMENTS [About 10 minutes]

1. I'd like to ask you a few questions about what you remember about what was happening in society at particular moments in your life. First, can you tell me about your memories during **puberty and adolescence** about what was happening in society with regard to LGBT issues?
 - a. What do you remember about how LGBT issues were talked about in the wider society during your childhood and adolescence?
 - b. Where and from whom did you hear about these things (e.g., family, school, church, peers)
 - c. How did it feel to hear the things you heard discussed?
 - d. What did you think about it?
2. And how about today? What do you see as the major issues happening in society with regard to LGBT issues?
 - a. How do you feel about the things you hear about these days?
 - b. What do you think about the issues or the ways people are talking about them?

PART 6. HEALTHCARE UTILIZATION [About 20 minutes]

This is the last major section of the interview, and it will last about 20 minutes. Thank you so much for all of the rich information about your life and experiences you've provided so far.

I now want to ask you about your physical and mental health and your experiences seeking and receiving care for your health

1. First, can you tell me about when you usually seek care for physical or mental health concerns?
 - a. [Probe for the decisions about when to seek care and under what circumstances there is motivation enough to seek care.]
 - b. Where do you usually seek care for physical health concerns?
 - c. Where do you usually seek care for mental health concerns?
2. Tell me about the last time you sought healthcare for an illness or any physical health problem.
 - a. Why did you go?
 - b. Where did you go?
 - c. Why did you choose that provider?
 - d. How was the experience?
3. Tell me about the last time you sought healthcare for your psychological or mental health.
 - a. Why did you go?
 - b. Where did you go?
 - c. Why did you choose that provider?
 - d. How was the experience?
4. Tell me about the last time you sought help for psychological or mental health from a spiritual or religious counselor.
 - a. Why did you go?
 - b. Where did you go?
 - c. Why did you choose that provider?
 - d. How was the experience?
5. Tell me about the last time you felt you needed healthcare but didn't seek help.
 - a. Why did you not seek care?
6. Have the identities we've discussed earlier impacted your seeking and receiving care for your physical and psychological health?
 - a. Why do you think those aspects of your identities have/have not impacted your experience with health care?
7. When you talk to a provider about a health concern, how open are you about your sexual identity?
 - a. Does it come up?
 - b. When?
 - c. What situations?
 - d. Who brings it up?
 - e. If no, why do you think you and your provider haven't brought it up?
8. Have you ever sought care for reasons related to your sexual identity or gender expression?
 - a. How did you find the person?
 - b. How did you feel about the experience?
9. Is it important to you to go for healthcare at an LGBT-specific clinic or provider (e.g., an LGBT Center)?
 - a. Why or why not?
10. Where do you go for health-related information for physical or psychological concerns?
 - a. What specific resources do you seek out? People? Websites? Organizations?
 - b. Which resources are best for which concerns?

- c. How important is it for the resource to be LGB-specific?

PART 7: Reflections and Goals [About 5 minutes]

I have two final questions for you.

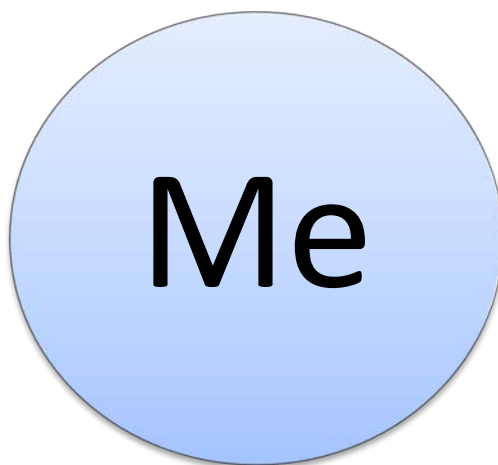
1. Life Goals. Looking again at your life-line, tell me about your goals in life with regard to work, relationships, and family life.
2. Finally, looking back over your life, what would you say has been the most positive aspect of being [LGB]?

Those are all of the questions we have for the study. Is there anything that you would like to add now or do you have any questions for me?

Thank you very much for your time.

Participant Number: _____
(University_Study ID_Date of interview_Interviewer initials)

Identity Map



Participant Number: _____
(University_Study ID_Date of interview_Interviewer initials)

Life-Line Drawing



Birth



Future