

FACILITATOR'S GUIDE

Sex Worker Health & Harm Reduction 101

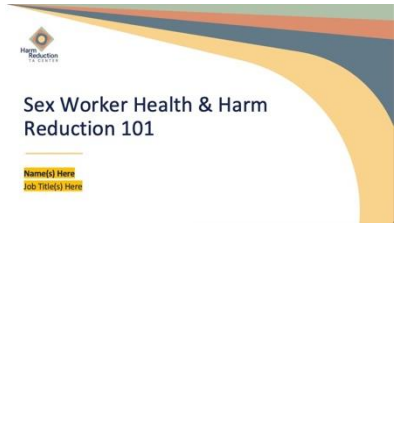
This guide is meant to accompany the Slide Deck for “Sex Worker Health & Harm Reduction 101,” developed by Reframe Health and Justice for NASTAD in the fall of 2022. This presentation is recommended for 90 minutes, depending on the size and format of the audience, to leave time for interactive elements.

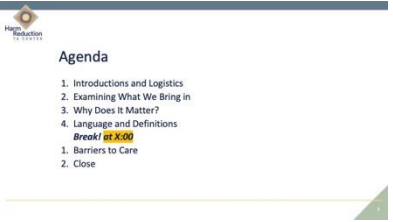
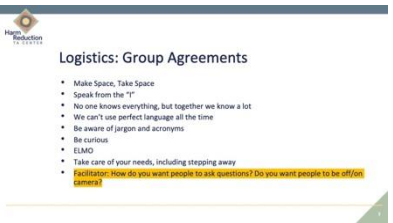
Purpose: To offer an introduction on sex work and sex workers for a health-focused audience.

*Based on a 1:00 pm - 2:30 schedule, can be adjusted for any ninety-minute to two-hour time slot. Many of the slides have attached questions for audience participation which can be incorporated based on the number of attendees.

Materials:

- Slide Deck
- Handout and Resource Page
- *For Virtual Trainings:*
 - Create a Google Doc or Jamboard to share for audience participation
- *In-Person Trainings:*
 - Post-Its
 - Whiteboard or Large sheets of paper

Slide Image	Recommendations, Additional Notes	Take-Aways
SLIDE 1: TITLE SLIDE		
		

<p>SLIDE 2: AGENDA</p>		
 <p>Agenda</p> <ol style="list-style-type: none"> 1. Introductions and Logistics 2. Examining What We Bring In 3. Why Does It Matter? 4. Language and Definitions <p>Break! at X:00</p> <ol style="list-style-type: none"> 1. Barriers to Care 2. Close 		
<p>SLIDE 3: LOGISTICS AND INTRODUCTIONS</p>		
 <p>Logistics: Group Agreements</p> <ul style="list-style-type: none"> • Make Space, Take Space • Speak from the "I" • No one knows everything, but together we know a lot • We can't use perfect language all the time • Be aware of jargon and acronyms • Be curious • ELMO • Take care of your needs, including stepping away • Facilitator: How do you want people to ask questions? Do you want people to be off/on camera? 	<p>“Logistics” is anything to review in preparation for the information.</p> <p>For All Audiences:</p> <ul style="list-style-type: none"> • Include the collective agreements for conversations and notes about trigger and content warnings if necessary. • Ask if anyone would like to add to these agreements or would like clarification. • Depending on the size of the audience, decide whether only the facilitator is going to introduce themselves, or each audience member is going to introduce themselves. If the audience is too large for a go-around and you would still like audience introductions, ask people to introduce themselves to the two people on either side of them instead. • ELMO stands for “enough, let’s move on” <p>For Virtual Audiences:</p> <ul style="list-style-type: none"> • Note if you would like them to remain on or off camera, to mute themselves, info about 	

recordings and accessing any materials

For In-Person Audiences:

- Offer information about the space, including bathrooms and where people can go if they need to step away.

SLIDE 4: OBJECTIVES

Objectives

Today we will walk away with:

- An overview of what sex work is and who participants in the sex trades
- Identified barriers to care for people who trade sex
- Ideas on how to address anti-sex worker stigma in our practices
- Places to look for more information

We will not cover:

- A comprehensive or detailed discussion of medical or harm reduction needs for people who trade sex
- A working knowledge of trafficking in persons
- Legal or financial information for people who trade sex
- Youth who trade sex

- For topics not covered, direct people to the handout, which has links to more information

SLIDE 5: WHAT COMES TO MIND (EXERCISE)

What Comes to Mind When You Hear...

Think about the words, narratives, images and details that come to mind when you hear the term...

Sex Work
Street Work
Prostitute
Trafficking Victim
Survivor

Sample Sheets for Virtual Trainings:

Audience Response Pages
Sex Worker Health & Harm Reduction 101


What comes to mind when you hear...
Sex Work(er)

- Let the audience know that this is a moment to reflect and that there are no right or wrong answers.
- Purpose is to identify our initial reactions to these terms and experiences. Beginning with self-reflection helps us identify our growing edges.
- **For Virtual Training:** *Direct everyone to the virtual brainstorm boards. Each word has its own space on the document, either as pages on a google doc or sections of a Jam Board. As we go through each word, direct participants to scroll to the sheet with the corresponding word to respond. Responses are anonymous.*
- Words will appear individually upon mouse click.
- Say each word aloud and ask

This slide is an exercise of reflection to identify our internal narratives and biases around the issue of sex work and people in the sex trades.


Tools Needed for In-Person Training: Large presentation paper, stacks of post-it notes.

Tools Needed for Virtual Training: Prepared virtual board either on Google Docs, Jamboard, or Menti.

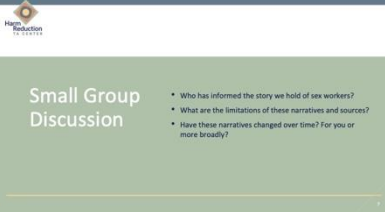
<div style="border: 1px solid black; padding: 5px;"> <p style="font-size: 8px;">Audience Response Pages Sex Worker Health & Harm Reduction 101</p>  <div style="background-color: #f9e79f; padding: 5px; border: 1px solid black;"> <p style="font-size: 8px; margin: 0;">What comes to mind when you hear... Street-based Work(er)</p> </div> <table border="1" style="width: 100%; border-collapse: collapse; height: 100px;"> <tbody> <tr><td style="width: 33%; height: 15px;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td><td></td></tr> </tbody> </table> </div>																																														<p>people to reflect on what comes to mind and write the answer down in the corresponding location.</p> <ul style="list-style-type: none"> • After 10 seconds for reflection, ask people to share collectively and write down the words to form a collective definition. • After all of the words have been read, review the collective brainstorm for each aloud and ask people to share their reactions to each definition. <p>For In-Person Trainings:</p> <ul style="list-style-type: none"> • Have large sheets of paper with each word written on the top to hang separately on the walls. • Hand out post-it's to participants and ask people to write down what comes to mind on a new post-it for each word. • After all words are covered, ask people to put their post-it's on the larger sheets with the corresponding word • Review each large sheet at the end of the exercise and ask for reactions <p>For Virtual Trainings:</p> <ul style="list-style-type: none"> • Use a virtual document or program where you can type words into the document directly as you go over each word. • After all the words have been covered, share your screen to review each virtual page of words • Ask people their reactions



SLIDE 6: WHERE DO WE GET THESE NARRATIVES?


 <p>Where do we get these narratives?</p> <ul style="list-style-type: none"> • Media (Fictional stories, News, Movies, Television, Social media) • Colleagues and Organizations • Politicians, Lawmakers and Advocacy Campaigns • Church and Religious Institutions • Friends, Family and Peers • Lived Experience 	<ul style="list-style-type: none"> • Ask audience to think about and share where some of these ideas have come from • Review list on the slide 	<p>Without intentionally expanding our idea of the sex trade, we are internalizing ideas about the sex trade, often created by other people for purposes other than understanding or liberation.</p>
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SLIDE 7: SMALL GROUP DISCUSSION

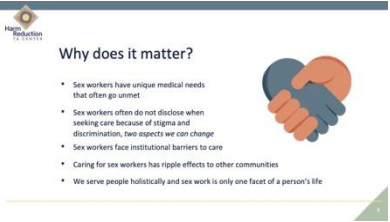
 <p>Small Group Discussion</p> <ul style="list-style-type: none"> • Who has informed the story we hold of sex workers? • What are the limitations of these narratives and sources? • Have these narratives changed over time? For you or more broadly? 	<ul style="list-style-type: none"> • Ask audience to form groups of 3 to 4 or let them know that they will be placed in breakout rooms • Give 5 to 7 minutes to each group to discuss the following questions: <ol style="list-style-type: none"> 1. Where and who else has created this story of sex workers? 2. What are the limitations of these narratives and sources? 3. Have these narratives changed over time? For you or more broadly? • Bring group back together and ask the whole group each question for a brief report back 	<ol style="list-style-type: none"> 1. Where and who else has created this story of sex workers? <p>Take Away: Many different actors have had a stake in telling the story of sex work, often people who are not trading sex and affected by the ramifications of that story.</p> <ol style="list-style-type: none"> 2. What are the limitations of these narratives and sources? <p>Take Away: Stories may be limited by storytellers with no connection to the work or community, a single narrative, stories purposed to give a moral or criminal-legal narrative that is not in line with our values, or for sensationalism.</p>
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		<p>3. Have these narratives changed over time? For you or more broadly?</p> <p>Take Away: We are always learning and expanding, and growth means a constant process of adding nuance.</p>
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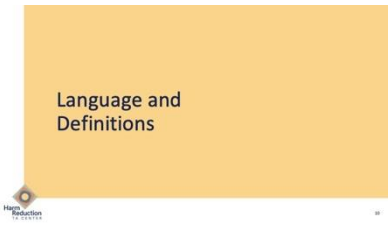
SLIDE 8: VIDEO

 <p>Sex Workers Speak Out: Tiffani, Barbados, Global Network of Sex Worker Projects</p>	<p>Video is a sex worker advocate talking about the experience of sex workers in Barbados.</p> <p>Video Length: 56 seconds</p> <p>Video Note: When clicking to start the video, the “CC” button will make sure that English subtitles are on. If they are not automatically generated, click on the white box that says “CC” in black letters.</p>	<p>Main Points in the video:</p> <ul style="list-style-type: none"> - Sex workers experience discrimination, abuse, and lack of protection - Law enforcement officers perpetrate violence against sex workers. - Sex workers are human beings and deserve rights. - Sex work is work.
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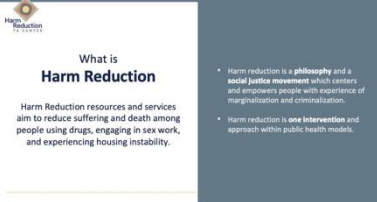
SLIDE 9: WHY DOES IT MATTER?

 <p>Why does it matter?</p> <ul style="list-style-type: none"> • Sex workers have unique medical needs that often go unmet • Sex workers often do not disclose when seeking care because of stigma and discrimination, two aspects we can change • Sex workers face institutional barriers to care • Caring for sex workers has ripple effects to other communities • We serve people holistically and sex work is only one facet of a person's life 		<p>There are significant impacts that can be made in care if we better serve people in the sex trades.</p>
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SLIDE 10: SECTION TITLE SLIDE; LANGUAGE AND DEFINITIONS

 <p>Language and Definitions</p>		
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SLIDE 11: WHAT IS HARM REDUCTION?



What is Harm Reduction

Harm Reduction resources and services aim to reduce suffering and death among people using drugs, engaging in sex work, and experiencing housing instability.

- Harm reduction is a philosophy and a social justice movement which centers and empowers people with experience of marginalization and criminalization.
- Harm reduction is **one intervention** and approach within public health models.

- Review slide
- Ask for any additions to this definition

Harm reduction is a philosophy and a type of intervention.

SLIDE 12: WHAT IS SEX WORK?



What is Sex Work

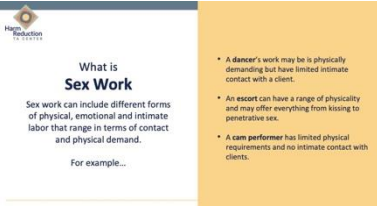
The exchange of a sexual or erotic service or performance in exchange for material resources.

- Some sex work is criminalized, some is legalized and some is unregulated.
- Some sex work is in person with intimate contact (i.e. escorts) while some is remote and has no physical contact (i.e. camming, or video streaming a live performance).

- Review definition
- Two points on the side note that different forms of sex work have different experiences of criminalization and physical/sexual contact
- Areas were chosen because they are two of the main areas of risk for a persons' health and wellbeing
- Note that not everyone is going to use the term sex work or sex worker as a term of personal experience and identity.
- When looking for resources, "Sex work" is a term of both domestic and international public health and in sex workers' speaking on their own rights, and therefore will be the most helpful.

Sex work covers many different experiences and knowing someone does sex work may not tell you much relevant information.

SLIDE 13: WHAT IS SEX WORK?



What is Sex Work

Sex work can include different forms of physical, emotional and intimate labor that range in terms of contact and physical demand.

For example...

- A dancer's work may be physically demanding but have limited intimate contact with a client.
- An escort can have a range of physicality and may offer everything from kissing to penetrative sex.
- A cam performer has limited physical requirements and no intimate contact with clients.

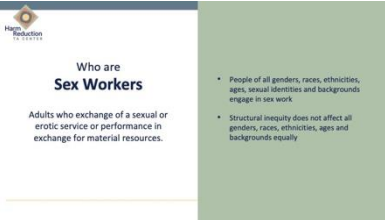
- Review slide
- Ask how this may impact someone's risk assessment.
- Name that every person is going to have a different risk assessment for different

The risk, and therefore the harm reduction interventions, are not the same for everyone in the sex trade.

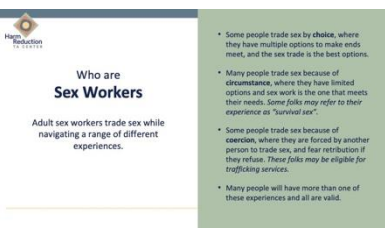
If someone is having

	<p>behaviors. For example, someone with a back injury may have a higher physical risk dancing than escorting.</p>	<p>health issues, they do not have to leave the sex trade to change that risk and moving around in the industry may be a part of harm reduction practices.</p>
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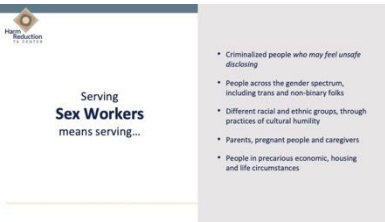
SLIDE 14: WHO ARE SEX WORKERS?

	<ul style="list-style-type: none"> • Review list and ask audience to add • Note that we are discussing adults, not because the information does not necessarily apply to young people, but because minors have a different legal status which deserves its own focus and impacts some of the information. 	<p>Sex work is a behavior, just like substance use, and there is no single profile of a sex worker.</p> <p>Impacts of sex work do not affect everyone the same, and marginalized people are more likely to experience the ramifications of sex work than those in a different social position.</p>
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SLIDE 15: WHO ARE SEX WORKERS?

	<p><i>This slide is the only one which will touch on trafficking, but the information is not exhaustive and if the audience would like more information on trafficking, please see the handout or follow up for additional training.</i></p> <ul style="list-style-type: none"> • Review the first three points, noting that some of those who are engaged by coercion MAY meet the standard to qualify for services earmarked for people experiencing trafficking. • Choice/circumstance/coercion model comes from anti-trafficking spaces. 	<p>People may be in many different circumstances and may move between them as their lives change.</p> <p>If someone has multiple experiences, all are still valid.</p> <p>Sex workers have a constellation of experience, meaning that they can move between these experiences as their lives change.</p>
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- *Note: Some audiences may have heard the term “survival sex,” which does not have a consistent, singular definition. Usually, it refers to something where someone is exchanging sex for what we would consider basic resources such as drugs, housing, or food, and meeting that resource need directly would mean they are not going to trade sex. Ask where that would fall in this spectrum.*
- Review final point, **offer an example, such as:** Many people who were working on Backpage were reliant on that site. When the website was seized, many people reported that they were being contacted by people who were offering to find them clients and be their managers, and some people ended up working for someone. Some of those situations ended up being exploitative and coercive. Those sex workers were working probably by circumstance, and when things shifted, they ended up in a coercive situation, and some of those have probably left that situation and returned to working independently.
- Ask what being open to a single person having multiple experiences means for service provision. **Suggested answer:** It means that we can make space for multiple experiences, and not expect someone to have a single feeling about their sex work.

 <p>Serving Sex Workers means serving...</p> <ul style="list-style-type: none"> • Criminalized people who may feel unsafe disclosing • People across the gender spectrum, including trans and non-binary folks • Different racial and ethnic groups, through practices of cultural humility • Parents, pregnant people and caregivers • People in precarious economic, housing and life circumstances 		<p>Serving sex workers isn't a monolithic set of recommendations, but also means being welcome to the experiences sex workers bring. You can't serve sex workers appropriately if you cannot serve, for example, trans people with cultural humility.</p>
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SLIDE 17: BREAK!

 <p>Break! Please Return at ((TIME))</p>	<ul style="list-style-type: none"> • Edit slide to let people know when to return 	
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SLIDE 18: TITLE SLIDE, BARRIERS TO CARE

 <p>Barriers to Care</p>		
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SLIDE 19: VIDEO, SEX WORKERS SPEAK OUT

 <p>Sex Workers Speak Out: Bongekile, Eswatini Global Network of Sex Worker Projects Sex Workers Speak Out</p>	<p>Video Length: 60 seconds</p> <p>Video Note: When clicking to start the video, the "CC" button will make sure that English subtitles are on. If they are not automatically generated, click on the white box that says "CC" in black letters.</p>	<p>Sex workers face many barriers to care and support.</p>
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SLIDE 20: BARRIERS TO CARE



Sex Workers Identify Barriers to Care

Institutional

- Financial barriers - Cost, Insurance
- Location Accessibility of services (public transit, ID requirements, hours of operation)
- Requirements for other system involvement, mandatory reporting

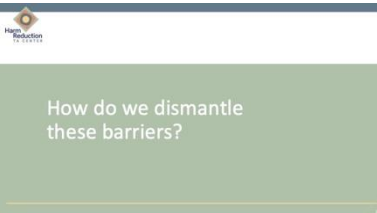
Interpersonal

- Stigma, discrimination & isolation
- Fear of outing to others
- Fear of law enforcement, child welfare systems

- Information comes from community responses to some service provision, including in the development of Persist Health Project, a NYC community-based health program
- Describe what institutional barriers are, review list, ask for other ideas; Review the points with examples
- Describe interpersonal barriers with staff, ask for other ideas; Review the points with examples

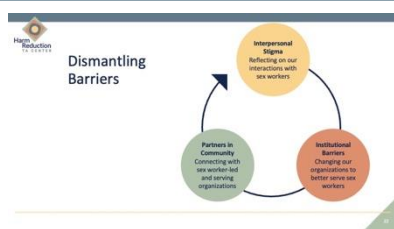
Many sex workers are seeking care, or would like to get care, but face barriers that can be changed and removed.

SLIDE 21: HOW DO WE DISMANTLE THESE BARRIERS?




How do we dismantle these barriers?

SLIDE 22: DISMANTLING BARRIERS




- Start with the top box (interpersonal barriers) and review all three
- Discuss how these interact with each other as circles of care which reinforce each other


SLIDE 23: INTERPERSONAL BARRIERS

<p>Interpersonal Barriers</p> <ul style="list-style-type: none"> Engage with sex worker community and serving organizations directly Seek out sex worker-made media and listen to a diversity of stories and experiences Think about rights, not rescue Nothing about us without us <small>"Nothing about us without us" is a phrase borrowed from the disability justice movement</small> 	<ul style="list-style-type: none"> Review the list of recommendations Ask the audience if they have engaged in any of these practices? Ask the audience what the ideas of "rights not rescue" and "nothing about us without us" means to them 	<p>Individuals and organizations can take action to reduce barriers for sex workers in their services, and in support beyond their direct work.</p>
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SLIDE 24: SEX WORKER HEALTH IN HEALTH DEPARTMENT PROGRAMMING

<p>Sex Workers in Health Department Programming</p> <ul style="list-style-type: none"> To what extent are sex workers' health needs and experiences represented in your health department's infectious disease and/or harm reduction activities? Is their inclusion implicit or explicit? Do HD staff and stakeholders feel comfortable sharing past and/or current experiences with sex work to help inform activities? If no, what is needed to create that kind of safety? Does the health department collect or track any data that represent or pertain specifically to people trading sex? If so, how is the data used? If not, what kind of information would be helpful and actionable? Which partners or organizations do you talk to if you have questions about sex worker health and experiences in your jurisdiction(s)? 	<p>NOTE: Slide is specific to Health Departments and can be removed for a non-DOH audience.</p>	
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SLIDE 25: COLLABORATION WITH SEX WORKER-SERVING ORGANIZATIONS

<p>Collaboration with Sex Worker-Serving Organizations</p> <ul style="list-style-type: none"> Name People Who Trade Sex as a priority population in funding and other capacity building opportunities, provide application guidance and/or info sessions for eligible programs and assess barriers to applying. Expand allowable harm reduction supply purchases to include items that contribute to sex workers' health and safety. Dedicate funding to community-led organizations, including programs led by people with experience doing sex work and offer institutional support around challenges like finding a fiscal sponsor. Work with (and compensate) sex worker-led and -serving organizations and subject matter experts on educational opportunities (including training for HD staff), community events, and health department priority setting/strategic planning. 	<ul style="list-style-type: none"> Review the list of recommendations Ask audience if anyone has engaged in these collaborations, and if they would add anything 	
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SLIDE 26: RESOURCES

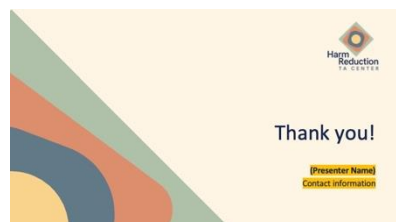
<p>Resources</p> <ul style="list-style-type: none"> NASTAD Sex Worker Health & Harm Reduction Call and Listserv Sex Workers Outreach Project (SWOP-USA, SWOP chapters) St James Infirmary's Occupational Health and Safety Guide Reframe Health and Justice: Quick and Dirty Harm Reduction Guides Implementing Comprehensive HIV/STI Programmes With Sex Workers: Practical Approaches From Collaborative Interventions (World Health Organization) 	<ul style="list-style-type: none"> Direct audience members to the handout, which has all the resources listed on the slide, as well as additional resources. 	
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SLIDE 27: CLOSING



- Questions listed are meant to offer a reflective moment before leaving the space
- Depending on time and comfort level of the audience, this can be a moment of self-reflection or an ask for a group share.
- General recommendation: offer a moment of self-reflection after the first question, and ask two to three people to share one thing that they learned in the main group, repeat with second question
- **Virtual Adjustment:** Ask everyone to put their response on a Google doc/Jamboard

SLIDE 28: ENDING SLIDE



- Include relevant contact information and how to follow up.