Healthy Relationships
Program for LGBTQ Youth

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Overview

• Healthy Relationships Program (HRP) for Lesbian, Gay, Bisexual, Trans, Queer/Questioning (LGBTQ) Youth

• Pilot

• Revision Process

• Revised Program

• Implications for Practice
Background

LGBTQ Youth
• Mental Health Challenges
• Interpersonal Issues
• GSA Programming

Program
• Coping Strategies
• Adaptation of Healthy Relationship Plus Program (HRPP)
  - Positive Mental Health and Skills Development
Original Program Sessions

1) Getting to Know You
2) The Power of Stereotypes
3) Shaping Our Views
4) Effects of Discrimination
5) Recognizing Healthy and Unhealthy Relationships
6) Knowing Your Values and Boundaries
7) Warning Signs of Dating Violence
8) Escalation of Dating Violence
9) Leaving an Unhealthy Relationship
10) Healthy Relationship Skills
11) Healthy Conflict Resolution
12) Taking Responsibility for Emotions
13) Impacts of Substance Use and Abuse
14) Mental Health and Wellbeing
15) Helping Our Friends
16) Sharing and Celebrating
Pilot (2015-2016)

Training
• 1 day (Fourth R, LGBTQ Content, HRP)
  • N= 14 (12 facilitators, 2 school board employees)

Implementation
• 8 public high school Gay-Straight Alliances (GSA)
  • 1 social/support group for LGBTQ Youth

Facilitator Feedback Methods
• Tracking Sheets
• Informal Feedback (i.e., emails, meetings)
• Focus Group (n=8)
• Post Program Survey (n=3)
Facilitator Feedback

Constructive
• GSA Curriculum
• Easy-to-Follow
• Core Fourth R Skills

Critical
• LGBTQ Content
• Affirmative
• Time
Revision Process

• 2-Day Workshop with 7 Youth
  
  **Day 1**
  • Review Original Sessions
  • Start, Stop, Continue
  • Small Group Session Review
  • Wish for Program
  
  **Day 2**
  • 5 Revised Sessions
  • ‘Dear Facilitator’

• 8-Day Rewriting Process
Youth Feedback

What is one wish you have for the program?
Dear facilitator,

“I want you to keep in mind not everyone is on a binary, is sexual, only has one identity. There are many identities and many are on a spectrum. People might get triggered. Respect their identity. LGBTQ+ people are people, once you take out the hate we’re pretty much the same. Don’t rely on LGBTQ+ folks to define and explain your questions. Do research first – hear the stories straight from LGBTQ+ people (i.e., YouTube, Tumblr, etc.)”

“Respect pronouns, Do your research, Genitals do not equal gender.”

“Pronouns are a must, Accept all genders/sexualities/romantic orientations, Listen, Treat all with respect, Love all.”

“I need you to know that pronouns are very significant to some people so please never assume someone’s pronouns and always do the check in! I need you to know that not all of us students are walking, talking LGBT2Q+ encyclopaedias. If you don’t know a term, research it instead of asking students.”

“I want you to remember to allow and remind students to leave whenever they feel uncomfortable. I want you to remember to respect pronouns, sexuality, genders of students/people in general.”

...and I am a part of this program.
Revised Program

SESSION 1: I HAVE A VOICE: Introduction to the Program
SESSION 2: MINE TO NAME: Identities/Ways of Being
SESSION 3: RECOGNIZE AND RESPECT: Values and Boundaries
SESSION 4: MY JOURNEY: Coming Out
SESSION 5: MY MIND MATTERS: Mental Health and Well-being
SESSION 6: IN THE KNOW: Impacts of Substance Use and Abuse
SESSION 7: I BELONG: Communities and Connections
SESSION 8: MY SUPER-POWER: Coping with Challenges
SESSION 9: WE ALL HAVE A SAY: Rights/ Responsibilities/ Consent
SESSION 10: MY VOICE, YOUR VOICE: Active Listening and Communication
SESSION 11: RIGHT AND TRUE: Communication Styles
SESSION 12: WORDS AND ACTIONS: Communicating Through Conflict
SESSION 13: SHIPS: Healthy and Unhealthy Relationships
SESSION 14: (RE)BUILDING TIES: Addressing Relationship Violence
SESSION 15: MY SAFETY: Exits and Safety Plans
SESSION 16: ALLIES: Being There for Others
SESSION 17: THE CONCLUDING CIRCLE: Share and Celebrate
Session #2

**MINE TO NAME: IDENTITIES/WAYS OF BEING** (45 minutes)

**Affirmation:** My identity is real, valid, and mine to name

**Skill:** I am aware of the many identities/ways of being, and expressions in communities

**Practice:** Reflecting on my ways of being
Implications for Practice

• Training of Program Facilitators

• Site for Program

• Student Voice

• Affirmative
Additional Resources

Relevant Websites:

http://www.edu.uwo.ca/csmh/

https://youthrelationships.org/