

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)



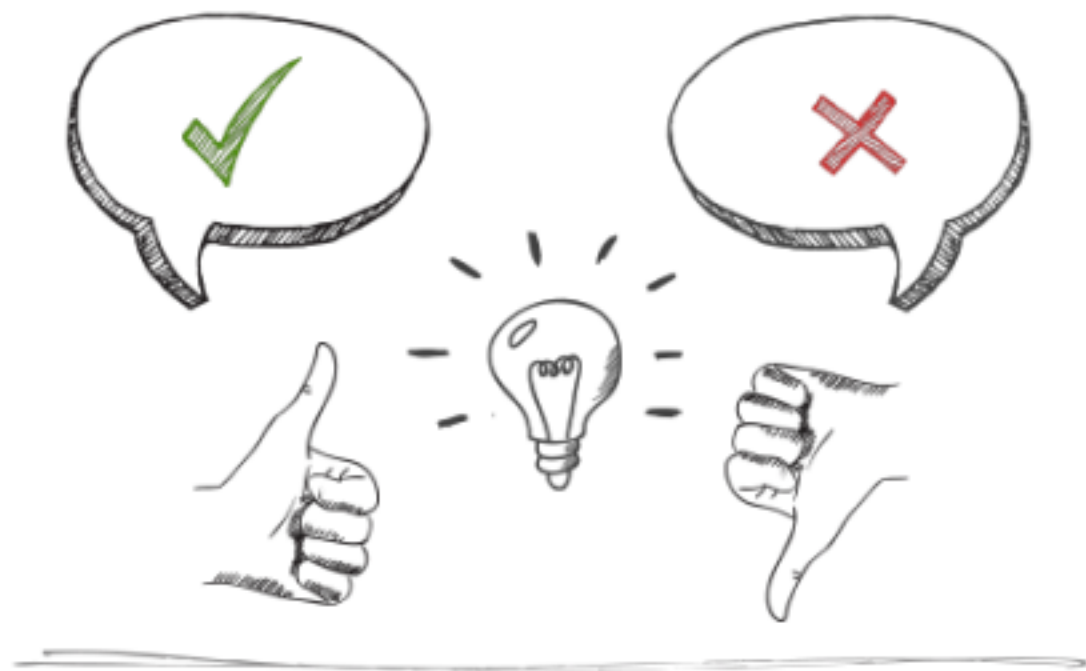
Facilitator Feedback

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/>