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Retrospective Pre-Post Evaluation of a Healthy Relationships and Mental Health Promotion Program for 2S/LGBTQIA+ Youth

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Abstract

Research has found that 2S/LGBTQIA+ youth experience disproportionately high mental health concerns and barriers to accessing support. Protective factors such as school-based support, peer support, and mental health interventions have been found to buffer this risk. The Healthy Relationships Program (HRP) for 2S/LGBTQIA+ Youth is a positive mental health promotion program that aims to build resiliency, bolster healthy relationship skills, and promote well-being among 2S/LGBTQIA+ youth. This study aimed to evaluate the outcomes, effectiveness, and feasibility of implementing this program within Gender and Sexuality/Gay-Straight Alliances (GSAs) in secondary schools. Data from students ($N = 17$) and GSA advisors who facilitated the program ($N = 9$) were collected using a mixed-methods self-report study design. Using a retrospective pre-post survey, students reflected on their knowledge, self-efficacy, and perspectives before and after experiencing the program. GSA advisors reflected on successes, challenges, and barriers related to program implementation. Results suggest that the HRP for 2S/LGBTQIA+ Youth has the potential to improve youth's knowledge about mental health and relationships, enhance their self-efficacy in relationships, and help affirm their diverse identities. Program facilitators expressed satisfaction with the program and witnessed specific benefits for youth participants. Notably, the flexibility in program implementation and documented evaluation challenges limit the ability to make strong conclusions from the current data. These findings provide important directions for supportive implementation of mental health promotion programming for 2S/LGBTQIA+ youth and future program evaluations in school-based settings.

Keywords: 2S/LGBTQIA+, youth mental health, healthy relationships, program evaluation, implementation

Summary for Lay Audience

Youth with stigmatized gender, romantic, and sexual identities, including those who identify as two-spirit, lesbian, gay, bisexual, transgender, queer or questioning, intersex, and asexual (2S/LGBTQIA+), experience disproportionately high mental health concerns. Risk factors for negative mental health outcomes that disproportionately impact 2S/LGBTQIA+ youth include stigma, discrimination, harassment, and prejudice. School-based support, peer relationships, and mental health interventions have been found to act as protective factors against this risk. The Healthy Relationships Program (HRP) for 2S/LGBTQIA+ Youth is a positive mental health promotion program that aims to build resiliency, bolster healthy relationship skills, and promote well-being among 2S/LGBTQIA+ youth. This study aimed to evaluate the outcomes, effectiveness, and feasibility of implementing this program within Gender and Sexuality/Gay-Straight Alliances (GSAs) in secondary schools. GSAs are safer spaces within schools where 2S/LGBTQIA+ youth and allies can receive support, socialize and foster community, and engage in advocacy. Data were collected from students to provide insight into their knowledge, feelings, and skills related to mental health, support-seeking, healthy relationships, and dating violence before and after experiencing the program. GSA advisors provided feedback on their experiences implementing the HRP for 2S/LGBTQIA+ Youth, including successes and challenges. Results suggest that the HRP for 2S/LGBTQIA+ Youth has the potential to improve youths' knowledge about mental health and relationships, enhance their capacity to use healthy relationship skills, and help affirm their diverse identities. Program facilitators expressed satisfaction with the program and witnessed specific benefits for youth participants. Because the program offers flexibility in how it can be implemented, evaluation challenges were noted that limit the ability to make firm conclusions from this data regarding the outcomes of the program. Findings from

this study provide important directions on how to better support the implementation and

evaluation of mental health promotion programming for 2S/LGBTQIA+ youth in school-based

settings.

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Introduction

Mental Health and Well-being of 2S/LGBTQIA+ Youth

Youth with stigmatized gender, romantic, and sexual identities, including those who identify as two-spirit, lesbian, gay, bisexual, transgender, queer or questioning, intersex, and asexual (2S/LGBTQIA+), experience disproportionately high mental health concerns (Ministry of Health and Long-Term Care et al., 2020; Peter et al., 2021; Simon et al., 2022; Zeeman & Aranda, 2020). Risk factors for negative mental health outcomes that may disproportionately impact 2S/LGBTQIA+ youth include stigma and discrimination, bullying and harassment, social isolation, family rejection, and homelessness (Neals, 2022). While 2S/LGBTQIA+ youth experience disproportionate risks for adverse mental health outcomes, protective factors such as inclusive support within schools, peer support, familial support, and mental health interventions have been found to buffer this risk (Gorse, 2022; Perrin et al., 2020).

Minority stress theory describes processes that contribute to negative mental health outcomes in gender and sexual minority groups, including discrimination, stigma, and prejudice (Meyer, 2003). This theory has been applied to other populations, including sexual minority adolescents (Goldbach & Gibbs, 2017) and people of colour (Cyrus, 2017). The literature has found that youth with stigmatized identities are more likely to experience negative mental health outcomes (Abbas & Garcia, 2021; Cyrus, 2017; Ministry of Health and Long-Term Care et al., 2020). Individuals with multiple stigmatized identities, for example, sexual and gender minority people of colour, experience cumulative and intersectional discrimination (i.e., multiple minority stress) that has been negatively associated with mental health (Abbas & Garcia, 2021; Balsam et al., 2011; Cyrus, 2017). Intersectionality describes how the interconnectedness of social categories—including race, class, gender, sexuality, and disability—shapes individual and group

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identities and can result in overlapping and interdependent systems of discrimination or disadvantage (Crenshaw, 1989, 1991). In order to address mental health inequities among 2S/LGBTQIA+ youth, it is necessary to understand institutionalized homophobia and transphobia and to recognize the intersectionality of systems of oppression, discrimination, and prejudice that romantic, sexual, and gender-diverse youth with multiple marginalized identities may experience (Neals, 2022). The current study investigated the potential buffering effects of a queer and trans-informed school-based intervention on the mental health of 2S/LGBTQIA+ youth.

School Climate and the Mental Health of 2S/LGBTQIA+ Youth

School climate can be conceptualized within ecological systems theory, where development is understood as a function of individual characteristics and the interactive and reciprocal effects of the multiple contexts in which development occurs (Bronfenbrenner, 1994). These contexts include proximal and distal levels of influence and interactions between and within levels. Rudasill et al. (2018) propose the Systems View of School Climate (SVSC), which is understood within the context of Bronfenbrenner's theory. According to Bronfenbrenner (1994), the microsystem encompasses the immediate environment with which the child has direct contact, including youths' relationships and the organizations they interact with. Characteristics of the microsystem can influence students' individual experiences and direct perceptions of the school (e.g., perceived support, victimization, enacted discrimination through interpersonal interactions). *Nanosystems* are a new component proposed by Rudasill et al. (2018) as an adaptation of ecological systems theory to consider subsystems within individual schools. Nanosystems are conceptualized as groups within microsystems that are unique within schools, such as classrooms, peer groups, and Gender and Sexuality Alliances/Gay-Straight Alliances

(GSAs), which are student-driven and school-based clubs open to 2S/LGBTQIA+ students and their allies (Griffin et al., 2004; Lapointe & Crooks, 2018; Poteat et al., 2015).

The mental health and well-being of 2S/LGBTQIA+ students is influenced by school climate, as 2S/LGBTQIA+ youth report experiencing victimization and feeling unsafe at school (Martin-Castillo, 2020; Peter et al., 2021; Taylor & Peter, 2011a). 2S/LGBTQIA+ youth in Canada report higher levels of direct harassment than non-2S/LGBTQIA+ students, with transgender students reporting the highest levels of harassment on most indicators (Peter et al., 2021; Taylor & Peter, 2011a; Taylor & Peter, 2011b). 2S/LGBTQIA+ youth who are BIPOC (Black, Indigenous, People of Colour) are more likely to experience harassment and assault based on their racialized identity (Peter et al., 2021; Taylor & Peter, 2011a).

In a qualitative study investigating factors related to school climate for sexual and gender minority youth, researchers interviewed educators, administrators, frontline community behavioural health providers, and experts who outlined the importance of interventions that consider proximal and distal school contexts for LGBT students, including teacher-student, teacher-administrator, and peer-peer interactions (e.g., peer support and GSAs; Fantus & Newman, 2020). The current study considers the proximal context of GSAs in evaluating the implementation of a school-based healthy relationships and mental health promotion program for 2S/LGBTQIA+ youth.

Gender and Sexuality Alliances/Gay-Straight Alliances (GSAs) and Student Safety

Positive school climates for 2S/LGBTQIA+ youth are promoted through multilevel interventions that support psychological, social, and physical safety for all students. GSAs are safer spaces within schools intended as a setting for 2S/LGBTQIA+ youth and allies to receive support, socialize and foster community, and engage in advocacy (Griffin et al., 2004; Lapointe

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& Crooks, 2018; Poteat et al., 2015). GSAs have been found to contribute to greater peer support for LGBTQ students (Day et al., 2020). Students from schools that have GSAs are also more likely to agree that their school communities are supportive of LGBTQ students compared to students from schools without GSAs (Taylor & Peter, 2011a). Research suggests that the potential positive effects of GSAs extend to students who are not part of the group by promoting more positive and supportive school climates for all students (Saewyc et al., 2014; Walls et al., 2010).

Poteat et al. (2015) found that gender and sexual minority youth and heterosexual youth within GSAs did not differ in well-being and suggested that this spoke to the potential function of GSAs in mitigating mental health disparities related to sexual identity. However, Poteat et al. (2015) did not explicitly investigate mechanisms through which GSAs may potentially mitigate mental health disparities and also found that GSA attendance only weakly predicted one of three indices of well-being (i.e., only mastery, neither sense of purpose nor self-esteem). When considering the broader social context of the school, greater support for GSAs from students and those outside the group was associated with greater well-being among youth in GSAs (Poteat et al., 2015). Findings from a study conducted by Poteat et al. (2023a) also suggest that advocacy carried out by GSAs within schools may moderate disparities in depression between heterosexual and LGBQ+ youth—demonstrating the potential of GSAs in achieving school-wide impacts by benefitting LGBQ+ youth who are not GSA members.

GSAs can provide 2S/LGBTQIA+ youth with the environment to build supportive networks with peers; receive and disseminate education about sexual, romantic, and gender diversity; cultivate hope, and advocate for change in their communities (Lapointe et al., 2018; Poteat et al., 2023b). The range of impacts that GSAs have been shown to have within schools

and among students suggests that there can be variation in the quality of GSA functioning. GSAs vary in form, content, and structure, with some being more unstructured to provide youth with a space to reflect on and share their experiences and emotions (Poteat et al., 2015). It is less clear how differences in programming (i.e., structured programming compared to unstructured programming) impact GSA functioning and can be improved upon to the benefit of youth. It has been suggested that integrating structured or formalized programming within GSAs may bolster the positive effects associated with regular participation (Heck, 2015; Lapointe & Crooks, 2022, 2018). This study explores the potential benefits of participating in structured programming— specifically the Healthy Relationships Program (HRP) for 2S/LGBTQIA+ Youth—within GSAs. This study contributes to a limited field of research by exploring content-specific benefits of mental health programming designed for 2S/LGBTQIA+ youth.

The Healthy Relationships Program for 2S/LGBTQIA+ Youth

The Healthy Relationships Program (HRP) for 2S/LGBTQIA+ Youth is a trauma-informed, small group, positive mental health promotion program for romantic, sexual, and gender-diverse youth. The program aims to build resiliency, bolster healthy relationship skills, and promote well-being among 2S/LGBTQIA+ youth through 17 45-minute-long sessions (Lapointe et al., 2021; see Table 1). Although the HRP for 2S/LGBTQIA+ Youth is a manualized program, as it is intended to be administered according to specific guidelines for administration, the dosage of the intervention is not standardized. The dosage of behavioural interventions can be operationalized by the duration of the program, the frequency of contact, and the amount of time spent on content (Voils et al., 2012). The students participate in an exercise during the first week of the program to learn about and select the sessions they would be interested in participating in (Lapointe et al., 2021). In this exercise, posters explaining each

topic discussed in the program are placed around the room, and youth are asked to place stickers on the program sessions they are most interested in exploring. Each session includes an affirmation (i.e., a positive, supportive statement), a skill, and a directive for youth to practice. Practice provides a beginning point for students to build their capacity regarding the skills explored in program sessions (Lapointe et al., 2021).

This program was initially adapted from the Healthy Relationships Plus Program (HRPP), a universal violence prevention program for adolescents aged 14–18 that aims to promote positive and healthy relationships, support positive mental health, and prevent risky behaviours (Lapointe et al., 2021). The HRPP includes strategies and core components from the evidence-based Fourth R program, a curriculum for the classroom focused on promoting healthy relationships and preventing dating violence (see Crooks et al., 2008). The HRPP, a small group program with a greater emphasis on mental health, was developed to introduce more skills practice and group-based interactions with flexibility around program delivery, as it can also be delivered outside of class time (Townsley et al., 2021).

In a study evaluating the trajectories of depression and associated risk factors in a sample of youth who had completed the HRPP, pre- and post-program data showed that depression symptoms decreased overall from pre- to post-HRPP (Lapshina et al., 2019). Latent class growth analysis identified that youth who had higher depression scores pre-program showed the greatest decrease in scores post-program, although there were no comparison groups in the study. Formal evaluation of the HRPP was conducted through a small randomized controlled trial (RCT) that examined 12-month follow-up outcome data from HRPP participants (Exner-Cortens et al., 2020). In the non-clinical sample of adolescents, participation in the HRPP was associated with a decrease in odds of physical bullying victimization one year later, which was mediated by an

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increased likelihood of help-seeking behaviour immediately following the program. Results from a national implementation study of the program found that teachers who facilitated the program viewed it favourably, with 96% of the sample rating the program as being beneficial for youth (Chiodo, 2017).

The most recent version of the HRP for 2S/LGBTQIA+ Youth was developed by engaging in an iterative process with educators, 2S/LGBTQIA+ youth, and academics (Lapointe et al., 2018). The HRP for 2S/LGBTQIA+ Youth aims to engage youth in participatory activities that promote healthy peer relationships, encourage youth-driven conversation (recommended by Heck, 2015), and emphasize and legitimize queer and trans perspectives to ensure these understandings are foundational to the program (Lapointe & Crooks, 2018). The program is trauma-informed, strengths-focused, and focuses on stressors relevant and unique to 2S/LGBTQIA+ youth, including prejudice and discrimination, invalidation of identity and expression, coming out, internalized oppression, microaggressions, and safety (Lapointe et al., 2021). A qualitative evaluation of GSA members' experiences with the program found that the HRP for 2S/LGBTQIA+ Youth was received well by participating youth, as it validated gender and sexual diversity as well as the process of coming out, helped youth develop essential coping strategies, and provided youth with an opportunity to reflect on and share their experiences to foster a supportive network where students could learn with one another (Lapointe & Crooks, 2018).

Table 1

HRP for 2S/LGBTQIA+ Youth Sessions

Session Number	Session Topic
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 (Pt. 1)
Session 6	My Mind Matters: Mental Health and Well-being (Pt. 2)
Session 7	Thinking Ahead: Making Safer Choices About Substance Use
Session 8	I Belong: Communities and Connections
Session 9	My Super-Power: Coping with Challenges
Session 10	We All Have a Say: Rights/Responsibilities/Consent
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	Allyship: Being There for Others
Session 17	Concluding Circle: Share and Celebrate

Evaluating Mental Health Programs for 2S/LGBTQIA+ Youth

There is a need to evaluate school-based health promotion programs aimed at improving the mental health of 2S/LGBTQIA+ youth. The Provincial System Support Program (PSSP), Dalla Lana School for Public Health, and Centre for Addiction and Mental Health (2018) have outlined best practice guidelines for evaluating mental health promotion programs. In general, program evaluations must address underlying considerations that are unique to mental health promotion, which include a focus on positive mental health, the determinants of mental health, and the understanding that while mental health and mental illness are distinct, they are interrelated constructs.

In their program theory outlining potential causal pathways of school-based interventions for LGBTQ+ youth, McDermott et al. (2023) suggest that programs aiming to promote school safety and belonging and to affirm LGBTQ+ identities can directly address dominant cisgender and heterosexual norms in the school environment and improve mental health outcomes for LGBTQ+ students. It is suggested that outcome evaluations of mental health promotion programs should include indicators to measure positive mental health and assess progress toward reducing risk and enhancing protective factors (Provincial System Support Program, 2018). These recommendations emphasize the importance of adopting a strengths-based approach to outcome evaluation.

There is a need to investigate the feasibility of integrating mental health programming into the GSA setting (Heck, 2015). Feasibility studies allow researchers to assess whether interventions are sustainable to implement in particular settings and can focus on areas including, but not limited to, the acceptability, practicality, implementation, and adaptation of the intervention (Bowen et al., 2009). In addition to collecting data from youth to evaluate program

outcomes, program facilitators provide an important source of feedback regarding their experiences directly implementing programming with youth. Research has been conducted regarding the feasibility of earlier iterations of the HRP for 2S/LGBTQIA+ youth (see Lapointe et al., 2018; Lapointe & Crooks, 2022), but facilitators' feedback on the feasibility of the current version has not yet been investigated. Because 2S/LGBTQIA+ youth have been shown empirically to have unique considerations in school-based and mental health-related contexts (i.e., a condition under which feasibility studies are warranted; see Bowen et al., 2009)—and because there is a lack of research investigating the integration of structured mental health programming for this population within GSAs (Heck, 2015)—there is a need to assess the feasibility of implementing the HRP for 2S/LGBTQIA+ Youth in this setting.

Objectives

This study aimed to evaluate the outcomes and feasibility of the HRP for 2S/LGBTQIA+ Youth within GSAs at secondary schools. Data were collected from students who had experienced the HRP for 2S/LGBTQIA+ Youth and GSA advisors who facilitated the program in school boards across Ontario and New Brunswick. The study used a retrospective pre-post design to evaluate the outcomes and effectiveness of the HRP for this group using data collected from students. Retrospective pre-post measures allow participants to self-assess their knowledge from before and after participating in the program (Geldhof et al., 2018). There is no comparison group; thus, in the context of the retrospective pre-post data, we evaluated whether the HRP was of benefit to 2S/LGBTQIA+ students in comparison to their prior knowledge and what has been offered to students through existing GSA programming. To assess the feasibility of integrating the program into GSAs, we used feedback provided by GSA facilitators on their experiences implementing the program with their students during the 2022–2023 school year. This project is

a component of a larger, 5-year project entitled RISE-R: Resilience and Inclusion Through Strengthening and Enhancing Relationships, which has been funded by the Public Health Agency of Canada (PHAC). The primary objectives of this study were to evaluate the outcomes, effectiveness, and feasibility of this program within secondary schools, specifically within the context and structure of GSAs.

Research Questions

To evaluate the outcomes, effectiveness, and implementation of the HRP for 2S/LGBTQIA+ Youth, this study aimed to investigate the following questions:

(1) What is the impact of the HRP for 2S/LGBTQIA+ Youth on secondary students' relationship and protective skills, their personal acceptance of their identities, and their perception of support within GSAs?

(2) What components of the HRP for 2S/LGBTQIA+ Youth do students identify as being most useful to them? How do students describe these components as being useful?

(3) How do GSA facilitators perceive the feasibility of implementing the HRP for 2S/LGBTQIA+ Youth?

Methods

Design

Data were collected from students using a retrospective pre-post approach, where pre-test and post-test responses were collected from participants only after they had experienced the program. Mixed-methods self-report data were collected, including students' reflections on their perspectives before and after experiencing the program, and both quantitative and qualitative analyses were performed. After implementing all chosen program sessions, facilitators

completed an implementation survey to provide both quantitative and qualitative feedback on their experiences, which were analyzed accordingly.

Participant Recruitment and Ethical Considerations

Approximately 50 secondary students, aged 14–19, and nine GSA facilitators from public and Catholic school districts in Southwestern Ontario and New Brunswick participated in this study. The sampling procedure was completed based on an existing project led by Western University's Centre for School Mental Health (CSMH), which trained school staff to facilitate the HRP for 2S/LGBTQIA+ Youth during the 2022–2023 school year. This study underwent ethics approval by the Non-Medical Research Ethics Board of Western University and also through the approval process for each individual school district. Amendments to the ethics proposal were approved in early 2023 (Appendix A).

School boards and GSA advisors who had undergone HRP for 2S/LGBTQIA+ Youth facilitator training in 2021 were contacted between January and April of 2023 to seek their approval to conduct the retrospective pre-post study at the end of the 2022–2023 school year. Among districts that approved the retrospective pre-post study, advisors who implemented the program during the school year and agreed to in-person data collection were selected to participate. Students within these GSAs were invited to participate in this research at the end of the school year (i.e., May or June, depending on scheduling). Two of the school boards allowed students to provide their own consent to participate. One Catholic school board mandated that GSA students obtain parental or guardian consent to participate in the study.

The mandate of parental or guardian consent for student research participation by regulatory boards likely stems from an overestimation of the potential psychological risks associated with research participation, in an effort to protect students from harm (Fisher &

Mustanski, 2014). There are ethical considerations with requiring 2S/LGBTQIA+ youth to disclose their identities to their parents or guardians to participate in research, as this violates their right to privacy and can increase students' risk of experiencing harm if their guardians are unaware of their gender, sexual, or romantic identity (Mustanski, 2011; D'Augelli et al., 2008; Wasilewski, 2024). Cwinn, Cadieux, and Crooks (2020) have found that youth who were older, white, cisgender, or living in their felt gender "all the time" were more likely to participate regardless of the requirement for guardian consent. Approximately 40% of the sample of 2S/LGBTQIA+ youth who had participated in the study reported that they would not have participated in the research if parental or guardian consent was required (Cwinn et al., 2020). Requiring guardian consent may thus limit participation and exclude an important subset of 2S/LGBTQIA+ youth—potentially introducing systematic bias that must be addressed (Cwinn et al., 2020; Mustanski, 2011).

Measures and Data Collection

Data collection occurred between May and June of 2023. Research staff from the Centre for School Mental Health visited schools in person—first to inform youth of the study and distribute parent/guardian consent forms (when mandated), and next to administer self-report measures to participants. During a GSA meeting after the last chosen session of the HRP for 2S/LGBTQIA+ Youth had been implemented, GSA students who experienced the program during the 2022–2023 school year and had consented to participate (see Appendix B) completed a paper version of a healthy relationships survey that included questions specifically aligned to the content of the HRP (adapted from Ibanez, 2020). During this same session, consenting GSA advisors completed a survey assessing their implementation experiences and perceptions of the program. Research staff were available in person to support any students needing assistance, and

a survey administration script was followed to ensure consistency (Appendix C). Program

facilitators assisted with collecting paper-based surveys when there were scheduling difficulties

(e.g., students who required more time to complete the survey).

2S/LGBTQIA+ *Youth Healthy Relationships Survey*

The 2S/LGBTQIA+ Youth Healthy Relationships Survey aligned with program

objectives and included retrospective-pre- and post-program questions about students'

knowledge, feelings, and skills related to identities/ways of being, mental health and well-being,

seeking support, relationships, and dating violence (Appendix D). This survey was adapted from

a survey for the HRP–E that was developed and revised based on expert reviews and field testing

to assess students' knowledge, perceived self-efficacy, help-seeking, and behavioural intentions

related to program content (Ibanez, 2020). For the current study, this survey was adapted by

experts at the Centre for School Mental Health—based on their experiences conducting applied

research with 2S/LGBTQIA+ youth—to include scales that assessed youths' identity affirmation

and perceptions of GSA climate.

The first section of the survey prompted students to reflect on their knowledge and

understanding of the topics mentioned above at the *beginning of the school year* and rate them on

a 4-point Likert scale, including the options "No, not at all," "Probably not," "Very probably,"

and "Yes, definitely." There were 26 Likert-type items in this section that asked students to

reflect on their knowledge and awareness, identity affirmation, GSA climate, and self-efficacy to

use skills taught in the program. Examples of items in these subscales included: "I knew what a

healthy relationship looks like, sounds like, and feels like"; "I understood how different

identities/ways of being come together to influence one's experiences"; "I felt a sense of

community in the GSA/group"; and "I knew the skills to use to sever ties with someone in a

respectful way." The second section of the survey asked students to answer the same 26 items on the same scale based on their current feelings, knowledge, skills, and relationships *at the time of survey administration.*

Section three provided students with three situation-based scenarios and the opportunity to apply and demonstrate knowledge from the program to answer questions about what problems youth in the scenarios may be facing and what could be done to help. Specifically, students were asked to describe relationship-based problems that characters in the scenarios were facing and to identify what they could do to help the characters if they were a friend in the situation. Two of these scenarios (i.e., scenarios A and B) were created for the initial survey developed to evaluate the HRP–E and underwent revisions based on expert reviews and field testing (Ibanez, 2020). For the current study, experts at the Centre for School Mental Health made minor revisions to these scenarios (e.g., to include gender-neutral names and diverse relationships) and added another scenario based on topics from the HRP for 2S/LGBTQIA+ Youth manual. The scenarios were as follows:

A. Taylor is always texting their partner in class and the couple spends all their spare time together. Taylor seems happy, but they have started to distance themselves from their friendship group. Taylor always has to ask their partner for permission before they hang out with any of their friends, including you.

B. Jordan is 14. He is teased and picked on because he is smaller than the other guys in his grade 9 gym class. At home, Jordan often feels like he is an annoyance to his mother. They never have enough money to do anything fun. Jordan is wondering if there is a purpose to his life anymore, or if he would be better off dead.

C. Avery and their partner Jadyn have been dating for a few months. They both say that they love each other but they argue a lot. Jadyn regularly yells at Avery over minor things and makes Avery feel bad most days. When Avery cries after their fights, Jadyn apologizes to Avery, saying that they didn't mean what they said, and that Avery is being too sensitive.

The final two sections of the survey asked students to identify which program sessions they participated in, provide their opinions on program content (via open-ended response questions), and provide demographic information.

GSA/Group Advisor Implementation Survey

This 28-item survey asked advisors about their experiences implementing the HRP for 2S/LGBTQIA+ Youth (Appendix E). This survey was developed by experts at the Centre for School Mental Health based on their experiences with program implementation and evaluation. This measure was created by merging questions from implementation tracking measures and post-program surveys from previous program evaluations conducted by the Centre for School Mental Health. The final implementation survey included questions related to implementation logistics, successes, challenges, and recommendations.

The first section of the survey provided advisors with the space to describe group characteristics and format, explain how participants were identified and recruited, and expand on any challenges associated with logistics. The following section asked advisors three questions to rate their implementation experience and overall satisfaction with the HRP for 2S/LGBTQIA+ youth, using a 5-point Likert scale including the options "Not at all," "Not very much," "Neutral," "Somewhat," and "Very much." Advisors were then provided with the space to identify and elaborate on any implementation issues and programming difficulties they may have experienced, as well as any advice they would provide future first-time facilitators. School

involvement in the program was evaluated using eight items on the same 5-point Likert scale. Lastly, the final two sections of the survey asked advisors to provide information regarding facilitator characteristics and demographics.

Survey Design Considerations

The use of a retrospective pre-post survey design addresses the potential issue of response-shift bias. Response-shift bias is a concern in traditional pre-post survey designs—where data is collected both prior to the start and after the completion of a program—that may result in inaccurate pre-test ratings (Howard, 1980). In the context of interventions and programs that aim to change participants' awareness or understanding of specific constructs, at pre-test, survey respondents may under- or overestimate their knowledge or abilities regarding concepts they are unfamiliar with, which can confound internal validity on traditional pre-post self-report measures of change and make it difficult to accurately evaluate program outcomes (Sprangers, 1989; Howard, 1980). Using retrospective pre-post survey designs as a means to control response-shift bias has been recommended in program evaluation research (Young & Kallemeyn, 2019; Little et al., 2020; Drennan & Hyde, 2008). Young and Kallemeyn (2019) found that response-shift bias was more prominent in youth interviews compared to quantitative findings, which is relevant to the current study, as the 2S/LGBTQIA+ Healthy Relationships Survey contains both quantitative and qualitative components. There are also practical advantages to using a retrospective pre-post survey design where participants only provide data at a single time point, notably in environments where traditional pre-post measures may be challenging to implement logistically. In comparison to using traditional pre- and post-test measures, the reduced administration time of retrospective pre-post measures may impart less of a burden on

research participants and reduce the potential for attrition and missing data (Young &

Kallemeyn, 2019).

Data Analysis

Quantitative Analyses

  Student Surveys. All quantitative data analyses were performed in SPSS v.29.

Psychometric analyses, including estimates of internal consistency, were conducted to ensure

that the healthy relationships survey provided reliable scale scores with 2S/LGBTQIA+ youth.

Analyses were run to compare students' retrospective-pre-test and post-test responses on the

healthy relationships survey. Four subscale scores within the domains of knowledge and

awareness, self-efficacy, identity affirmation, and GSA climate were computed, with higher

scores indicating participants' overall agreement with statements within the subscale (i.e., higher

perceived knowledge and awareness, higher perceived self-efficacy, positive perceptions of GSA

climate, and affirmation of diverse identities) and lower scores indicating less agreement. Pre-

post comparisons for each subscale were examined using the paired samples *t*-test and the

Wilcoxon signed-rank test for scales that violated assumptions of normality.

  Facilitator Implementation Surveys. Facilitators' responses to the Likert-type items on

the survey were analyzed to assess their overall satisfaction with the program, their likelihood of

implementing the program again, and their school's involvement in the program. Facilitators'

responses to the implementation survey were also used to determine which sessions were

commonly administered and the number of sessions delivered.

Qualitative Analyses

  Student Surveys. Students were asked to respond to three scenarios based on HRP topics

and identify their actions in response to each situation. These scenarios required youth to think

about the actions they may take in situations relevant to program content, which allowed for the qualitative analysis of knowledge they have gained from the program. Data were analyzed using an integrated approach to coding open-ended responses (Bradley et al., 2007). This approach involved developing an a priori code structure based on skills taught during the program. Students' answers were coded for the number and type of HRP-related skills employed in their responses to the scenarios (e.g., communication, help-seeking, boundary-setting) to evaluate their knowledge and application of program content. This analysis was used to examine participants' knowledge and ability to recognize and apply skills they learned from participating in the HRP. When using the a priori code structure to analyze students' responses, any other emerging concepts from the data were noted.

Students were also asked to identify and describe the HRP content that was most useful to them. Youths' open-ended responses to this question were analyzed using Braun and Clarke's (2006) model of inductive thematic analysis, which is the process of identifying patterns or themes within qualitative data. This process involves familiarizing oneself with the data (i.e., through data entry and reading responses); generating codes by identifying patterns in the data; sorting and collating relevant coded data into themes; and reviewing, refining, and defining these themes (Braun & Clarke, 2006; Nowell et al., 2017).

Facilitator Implementation Surveys. The implementation survey asked facilitators to identify and describe challenges associated with recruiting/identifying students, logistic issues (e.g., finding a space and time for the group), and difficulties implementing the program. Facilitators also described whether they observed specific benefits or changes in youth due to the program. Open-ended responses to these questions were analyzed using Braun and Clarke's

(2006) model of inductive thematic analysis to identify commonalities and differences in facilitators' feedback relating to the challenges and benefits of program implementation.

Trustworthiness

Establishing trustworthiness in qualitative analysis involves meeting the criteria of credibility, dependability, transferability, and confirmability, which parallel the concepts of reliability and validity in quantitative data analysis (Lincoln & Guba, 1985; Nowell et al., 2017; Shenton, 2004). Credibility assesses whether qualitative research findings are congruent with reality; dependability examines the extent to which research findings would be consistent if the same study methodology was repeated; transferability concerns the extent to which qualitative research findings can be applied to other situations; and confirmability ensures that findings are not biased by the researcher's own beliefs, characteristics, and perspectives (Lincoln & Guba, 1985; Shenton, 2004).

To ensure trustworthiness during the qualitative data analysis of open-ended survey responses, data collection triangulation, frequent debriefing sessions with academic supervisors, opportunities for peer scrutiny during the analysis process, and reflexive journaling were employed (Shenton, 2004). Data collection triangulation is recommended as a technique to address credibility and transferability in qualitative research, including thematic analysis (Nowell et al., 2017; Shenton, 2004). This study took a mixed-methods approach and collected both qualitative and quantitative self-report data from multiple sources, namely students and facilitators, to triangulate the data and evaluate the effectiveness and feasibility of the program. This strategy was used to track, as closely as possible, the experiences of students who have participated in the HRP for 2S/LGBTQIA+ youth and facilitators who have implemented the

program. Lincoln and Guba (1985) suggest that when readers can examine the research process, they can better judge the dependability of the research.

A journal for reflective commentary was kept to evaluate the effectiveness of techniques employed during the thematic analysis of open-ended survey data. Reflective commentary can involve a researcher's perspectives on methodological processes or issues, patterns in the data, potential theories, and personal assumptions during the data analysis process (Shenton, 2004). Braun and Clarke (2006) discuss the importance of keeping a detailed record of decisions made during the thematic analysis of data. Documenting both reflective commentary and the operational details of the collection and analysis of data in a reflexive journal has been suggested to address the trustworthiness criteria of credibility, dependability, and confirmability in qualitative research (Lincoln & Guba, 1985; Nowell et al., 2017. Shenton, 2004).

In addition to triangulation, reflexive journaling, and detailed methodological description, opportunities for peer scrutiny and consistent communication with supervisors during the data analysis process aided in limiting researcher bias and establishing the trustworthiness of qualitative findings from this study (Shenton, 2004).

Methodological Considerations

Although the use of a retrospective pre-post survey design addresses the potential for response-shift bias, it is also important to note that other cognitive biases, including social desirability bias, are an important consideration for retrospective pre-post data and self-report data in general (Little et al., 2020; Howard, 1980). Social desirability bias may lead respondents to over-report socially accepted attitudes and behaviours and under-report those less socially accepted (Krosnick, 1999). In practice, it is preferred to address or discourage self-report response biases at the outset (Young & Kallemeyn, 2019). Students in the current study were

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informed that their responses to the survey would be anonymized, as confidentiality is an

essential ethical consideration to protect research participants and is also advised to encourage

honest responses (Young & Kallemeyn, 2019; Krosnick, 1999).

Collecting data from a school board that required students to obtain parent/guardian

consent before participating in research is an important limitation to address. As discussed

previously, requiring guardian consent may limit student participation in research and introduce

systematic bias by excluding 2S/LGBTQIA+ students who cannot or would not be safe obtaining

guardian consent (Cwinn et al., 2020; Mustanski, 2011). This is an important consideration, and

steps were taken to mitigate the marginalization of students who could not or chose not to

participate in the research. Students who could not participate in the research study due to this

limitation were offered the option to provide quality improvement feedback on the program

through a separate activity.

Results

Evaluation Challenges Associated With Program and GSA Flexibility

Due to the flexible nature of program implementation within GSAs—which vary in their form,

content, structure, and attendance—some students who participated in this research had not

participated in the program significantly (i.e., experienced six or more sessions). We also found

that many youth participants did not indicate whether or not they experienced any HRP for

2S/LGBTQIA+ Youth sessions. Given that data was anonymized, and GSA attendance can vary

since these spaces are voluntary and drop-in, there was no way to determine whether these youth

had participated in the program. Further, some participants had marked down a number of

sessions that did not correspond with the number of sessions implemented by their GSA advisors

(e.g., selecting 16 sessions when only nine were facilitated). This was considered invalid

responding, as participants may not have had an understanding of which program sessions they

participated in. As a result, 17 youth research respondents across three school boards—of the

total 50 youth research participants—were identified as having participated in the HRP for

2S/LGBTQIA+ Youth and were thus included in the data analysis and results summary. Figure 1

below indicates the sample size and explains reasons for participant exclusion.

Figure 1

Flowchart of Youth Participant Exclusion From Data Analysis

```
            ┌─────────────────────┐
            │   Student survey    │
            │    participants     │
            │     (N = 50)        │
            └──────────┬──────────┘
                       │              ┌─────────────────────┐
                       │─────────────▶│ Did not indicate any│
                       │              │      sessions       │
                       │              │     (n = 25)        │
                       │              └─────────────────────┘
                       │
                       │              ┌─────────────────────┐
                       │─────────────▶│ Completed less than │
                       │              │     6 sessions      │
                       │              │      (n = 5)        │
                       │              └─────────────────────┘
                       │
                       │              ┌─────────────────────┐
                       │─────────────▶│      Invalid        │
                       │              │     responding      │
                       ▼              │      (n = 3)        │
            ┌─────────────────────┐   └─────────────────────┘
            │  Included survey    │
            │     responses       │
            │     (N = 17)        │
            └─────────────────────┘
```
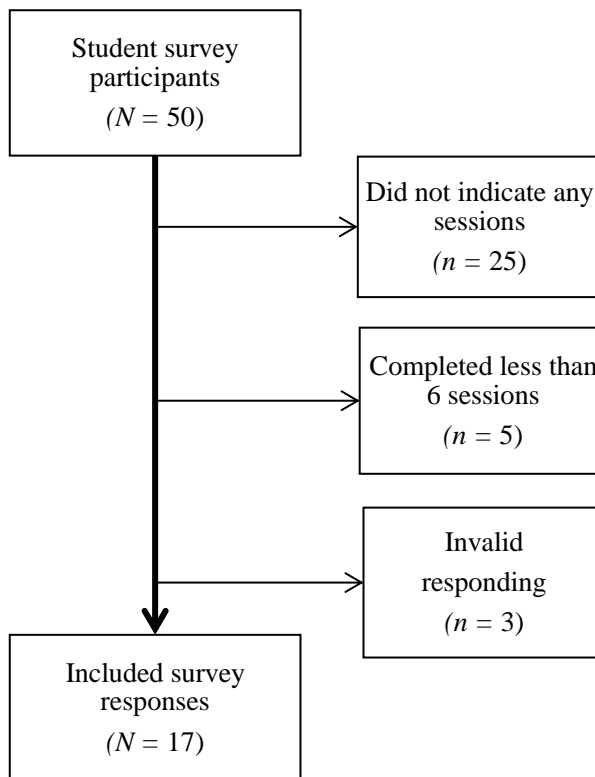
HRP for 2S/LGBTQIA+ Youth Program Delivery

Data were collected from GSA members and nine GSA advisors from five schools—

across three school boards—where the HRP for 2S/LGBTQIA+ Youth was delivered over the

2022–2023 school year. At three of these schools, more than one GSA advisor implemented the

program (i.e., two or three co-facilitators). Table 2 below is anonymized, shows the number of sessions facilitated at each site, and includes estimations of weekly program participants.

Table 2

2022–2023 HRP for 2S/LGBTQIA+ Youth Delivery Sites

Sites	Number of sessions facilitated	Approximate number of regular youth attendees[a]
GSA 1	11	8–9
GSA 2	2	10–12
GSA 3	7	10–15
GSA 4	13	2–6
GSA 5	9	15–26

Note. [a]Estimates of youth attendance were indicated by GSA advisors.

Sessions Attended

It is important to note that although the HRP for 2S/LGBTQIA+ Youth is a manualized program—meaning that it is intended to be facilitated according to specific guidelines for administration—youths' exposure to the intervention is not consistent across implementation sites. The students participate in an exercise during the first week of the program to learn about the program's sessions and decide which ones would be of most interest. As already mentioned, the youth included in this sample did not necessarily experience the same sessions or the same number of program sessions. Table 3 indicates the number of youth participants within the current sample that experienced specific program sessions.

Table 3

2022–2023 HRP for 2S/LGBTQIA+ Youth Session Delivery

Session and Title	Number of Youth Participants ($N = 17$)	Number of Sites ($N = 5$)
SESSION 1: I Have a Voice: Introduction to the Program	14	5
SESSION 2: Mine to Name: Identities/Ways of Being	7	4
SESSION 3: Recognize and Respect: Values and Boundaries[a]	17	2
SESSION 4: My Journey: Coming Out	6	3
SESSION 5: My Mind Matters: Mental Health and Well-Being 1	8	3
SESSION 6: My Mind Matters: Mental Health and Well-Being 2	10	3
SESSION 7: Thinking Ahead: Making Safer Choices About Substance Use	4	1
SESSION 8: I Belong: Communities and Connections	14	2
SESSION 9: My Super-Power: Coping with Challenges	2	2
SESSION 10: We All Have a Say: Rights/Responsibilities/Consent	15	4
SESSION 11: Right and True: Communication Styles	3	2
SESSION 12: Words and Actions: Communicating Through Conflict	7	2
SESSION 13: Ships: Healthy and Unhealthy Relationships	15	4
SESSION 14: (Re)Building Ties: Addressing Relationship Violence	0	0

SESSION 15: My Safety: Exits and Safety Plans	1	1
SESSION 16: Allyship: Being There for Others	12	2
SESSION 17: Concluding Circle: Share and Celebrate	8	2

Note. [a]There is a discrepancy between student and facilitator reports for session three.

Youth Survey

Participant Demographics

A total of 17 participants, aged 14–19 years old, were included in data analysis for the youth survey. Table 4 below summarizes the demographic information of the survey respondents with respect to their gender identities, sexual identities, racialized identities, and first languages.

Table 4

Demographics of Youth Research Participants

	Number of respondents	Percentage of total respondents
Gender Identity[a]		
Man/Boy	3	18
Woman/Girl	4	24
Non-Binary Identities (e.g., agender, genderfluid, gender nonconforming, genderqueer)	8	47
Questioning	2	12
Transgender	3	18
Two-Spirit	0	0
Cisgender	1	6
Sexual Identity[a]		

Asexual	3	18
Bisexual	5	29
Gay	3	18
Lesbian	2	12
Pansexual	0	0
Queer	3	18
Demisexual	1	6
Two-Spirit	0	0
Demiromantic	1	6
Omnisexual	2	12
Heterosexual	2	12
Questioning	1	6
Indigenous (yes/no)	2	12
Racialized	1	6
Born in Canada	17	100
English First Language	17	100

Note. ᵃSome participants indicated multiple gender and sexual identities.

Internal Consistency

The knowledge and awareness subscale consisted of 9 items (retrospective-pre-test α = .86, post-test α = .77), the self-efficacy subscale consisted of 10 items (retrospective-pre-test α = .86, post-test α = .93), the GSA climate subscale was comprised of 5 items (retrospective-pre-test α = .84, post-test α = .88), and the identity affirmation subscale consisted of 2 items (retrospective-pre-test α = .51, post-test α = .24). While the knowledge and awareness, self-

efficacy, and GSA climate subscales were found to have good internal consistency, the identity affirmation subscale demonstrated poor internal consistency and was thus excluded from further analyses.

Incomplete Data

Subscale data were considered complete when participants answered at least 80% of retrospective-pre-test and post-test questions, respectively. Data were considered missing if participants indicated "I don't know" or if they did not respond to the item. For the knowledge and awareness subscale, 16 participants completed at least 80% of the subscale at both retrospective-pre-test and post-test. At retrospective-pre-test, one participant had completed 79% of the subscale, or seven out of nine items (i.e., they responded "I don't know" to two items). For the self-efficacy subscale, 14 participants completed at least 80% of the subscale at both retrospective-pre-test and post-test. At post-test, three participants completed 70% of the subscale, or seven out of ten items (i.e., all three participants responded "I don't know" to three items). Lastly, all 17 participants had completed at least 80% of the GSA climate subscale at both retrospective-pre-test and post-test. As a result, sample sizes for the knowledge and awareness ($n = 16$), self-efficacy ($n = 14$), and GSA climate ($n = 17$) subscales differed.

Shapiro-Wilk Test

The Shapiro–Wilk test of normality was conducted to determine whether differences between retrospective-pre-test and post-test for the knowledge and awareness, self-efficacy, and GSA climate subscales were normally distributed. The results indicated that the data from the self-efficacy subscale were normally distributed ($W = .90$, $p = .124$), while data from the knowledge and awareness and GSA climate subscales were not normally distributed ($W = .87$, $p = .027$ and $W = .78$, $p < .001$, respectively). As a result, a paired samples t-test was conducted to

compare data from retrospective-pre-test to post-test for the self-efficacy subscale. The non-parametric Wilcoxon signed-rank test was used to compare data from retrospective-pre-test to post-test for the knowledge and awareness and GSA climate subscales. After application of the Bonferroni correction, results were determined to be significant at the level of $p < .01$.

Youth Outcomes

Wilcoxon Signed-Rank Test

The results from the retrospective-pre-test ($M = 2.95$, $SD = .67$) and post-test ($M = 3.50$, $SD = .39$) indicate that youth made significant gains in self-reported knowledge and awareness regarding their mental health and well-being, relationships, and dating violence after being exposed to the HRP for 2S/LGBTQIA+ Youth, $Z = -3.11$, $p < .001$.

Regarding participants' self-reports of the climate of their respective GSAs, there was no significant difference in scores from retrospective-pre-test ($M = 3.56$, $SD = .58$) to post-test ($M = 3.74$, $SD = .50$) after participants were exposed to the HRP for 2S/LGBTQIA+ Youth, $Z = -1.91$, $p = .072$.

Paired Samples t-Test

There was also a significant increase in youth participants' self-reported self-efficacy regarding their skills and support-seeking strategies at post-test ($M = 3.45$, $SD = .52$) compared to their scores on the retrospective-pre-test ($M = 2.91$, $SD = .62$), $t(13) = 3.97$, $p = .002$, $d = .51$.

Application of Knowledge and Skills

After completing the retrospective-pre-test and post-test questions, youth were asked to read three hypothetical scenarios and respond to related questions. The purpose of the scenarios was to evaluate participants' application of the HRP for 2S/LGBTQIA+ Youth material. The scenarios were intended to be high-risk, yet relatable, so that youth were required to think about

the skills they would use in a potential, real-life situation. Youth participants were asked to describe the problem the character in the scenario was facing and explain what they could do to help them if they were friends.

Many youth participants were able to identify the problem in each of the scenarios accurately. 82% of youth were able to accurately identify that Taylor is in an unhealthy, abusive, or controlling relationship. For example, one participant indicated that "Taylor could be dealing with [an] overprotective/controlling and manipulative partner." 65% of participants identified that Jordan was being bullied and/or having challenges with his mental health. In response to this scenario, one participant suggested that "Jordan is being bullied, leading to suicidal thoughts." Notably, youth had a more difficult time with the third scenario, with 18% of youth identifying that Avery was being verbally and emotionally abused. It is important to note that, overall, 47% of the sample had identified features of emotionally and verbally abusive relationships (e.g., discussing manipulation, gaslighting, or describing that Avery may have felt scared to leave), but 18% directly identified this as abuse. For example, one participant commented that Jadyn "is being quite manipulative towards Avery."

When youth were asked to imagine that they were friends with the individual in the scenario and what they could do to help them, on average, participants described approximately 1 HRP skill for Taylor's scenario (M = 1.23, SD = 0.90). Participants' responses focused on communicating with Taylor to provide them with information about unhealthy relationship behaviours. For Jordan's scenario regarding bullying and mental health, participants also described approximately 1 HRP skill in their answers (M = 1.18, SD = 1.13). Participants' responses to this scenario tended to emphasize connecting Jordan to resources or trusted adults. For Avery's scenario, participants described an average of 1 HRP skill per response (M = 0.82,

SD = 0.95), although it is important to note that 8 participants either left the response for this scenario blank or commented that they would not know how to help. Overall, the responses were quite brief and did not reference many HRP-related skills on average.

Most responses demonstrated an ability to recognize problematic behaviours in relationships and to support friends with information and resources. For example, youth were able to reflect on some of the problematic aspects of Taylor's relationship and express their concerns to their friend, while also encouraging Taylor to set boundaries with their partner. One participant shared that they "would try to talk to [Taylor] about my concerns about their relationship with their partner. Express my concern about the controlling dynamic I see in their relationship." Another participant suggested that Taylor should "attempt to set boundaries with their partner" and "if that doesn't work, find a safe way to end the relationship."

For Jordan, most participants mentioned they would try to share positive affirmations with him, provide a safe space to talk, and encourage him to speak with a professional or trusted adult. One participant stated that they would recommend that Jordan "go to a trusted adult and explain what is happening to them" and try to "hang out with him as much as possible so he's happy." Another participant shared:

> I would first of all want to check in with him, talk with him and let him talk about how he's feeling. Then I would suggest we seek the help of a trusted adult or teacher for help with the bullying/teasing he is experiencing. Then I would encourage him to speak to a guidance counsellor/mental health professional about what he's feeling.

For Avery's scenario, the youth were able to recognize that the situation was unhealthy and focused on encouraging Avery to find a way to leave the relationship. One participant said

they would tell Avery "to try to have a conversation with their partner and if it doesn't work try to find a healthy way to leave the relationship." Another participant commented:

> I would talk to [Avery] about it and try to find out if their partner [Jadyn] knows that what they're doing is wrong. And if they do know. Encourage Avery to break it off. Especially if Avery isn't happy.

Youth Feedback on the HRP for 2S/LGBTQIA+ Youth

Toward the end of the youth survey, participants were asked to share what content from the HRP for 2S/LGBTQIA+ Youth stood out or was useful to them. Of the 17 participants, seven responded to this question. The other 10 participants either did not respond to this question or said they did not know. Although this question was open-ended, most responses were brief. Two participants listed the healthy and unhealthy relationships session (i.e., session 13), with one participant sharing that it was "good to talk about," specifically when they "talked about consent and how to be comfortable in their relationships." Three participants listed the values and boundaries session (i.e., session 3), and another two participants listed the session relating to dealing with conflict (i.e., session 12), but the participants did not elaborate further. Two participants indicated that they found the session related to coming out helpful (i.e., session 4), with one participant commenting that the session "helped me come out and accept myself and [have] more confidence." Other program sessions indicated by participants were the sessions relating to communities and connections (i.e., session 8) and having a voice/introducing the program (i.e., session 1). One participant shared that they appreciated sessions with "explanations about everyone being loved … because I believe love is love, people are people and theres [*sic*] no reason humans shouldn't be treated as human."

Program Facilitator Implementation Survey

GSA Advisor Demographics

The HRP for 2S/LGBTQIA+ Youth was delivered in five GSAs across three school boards during the 2022-2023 school year. Nine GSA advisors who facilitated the program were administered a survey to provide feedback on their implementation experiences. As mentioned previously, GSA advisors co-facilitated the program at three of the five sites, explaining why nine GSA advisors are included in this sample. Table 5 summarizes the demographic information of the nine GSA advisors who facilitated the program with respect to their education, professional experiences with youth, gender identities, sexual identities, and racialized identities.

Table 5

Demographics of Program Facilitators (GSA Advisors)

	Number of respondents	Percentage of total respondents
Highest level of education		
University certificate, diploma, or degree at bachelor level	6	67
Master's degree	3	33
Years working with adolescents in a professional capacity		
16 or more	5	56
11 to 15	2	22
6 to 10	2	22
Less than 5	0	0

Gender Identity[a]		
Man/Boy	1	11
Woman/Girl	6	67
Non-Binary Identities (e.g., agender, genderfluid, gender nonconforming, genderqueer)	1	11
Questioning	0	0
Transgender	0	0
Two-Spirit	0	0
Cisgender	5	56
Sexual Identity		
Asexual	0	0
Bisexual	1	11
Gay	0	0
Lesbian	0	0
Pansexual	1	11
Queer	0	0
Two-Spirit	0	0
Heterosexual	7	78
Questioning	0	0
Indigenous	1	11
Racialized	1	11

Note. [a]Some participants indicated multiple gender identities.

Nine facilitators provided feedback on their overall satisfaction with the HRP for

2S/LGBTQIA+ Youth on a 5-point Likert scale. The following data include one GSA where the

facilitator indicated they had implemented only two sessions. This site was included to provide

more insight into possible implementation challenges. Figure 2 displays all nine GSA advisors'

responses to three questions regarding their overall satisfaction with the program.

Figure 2

GSA Advisors' Overall Satisfaction With the HRP for 2S/LGBTQIA+ Youth
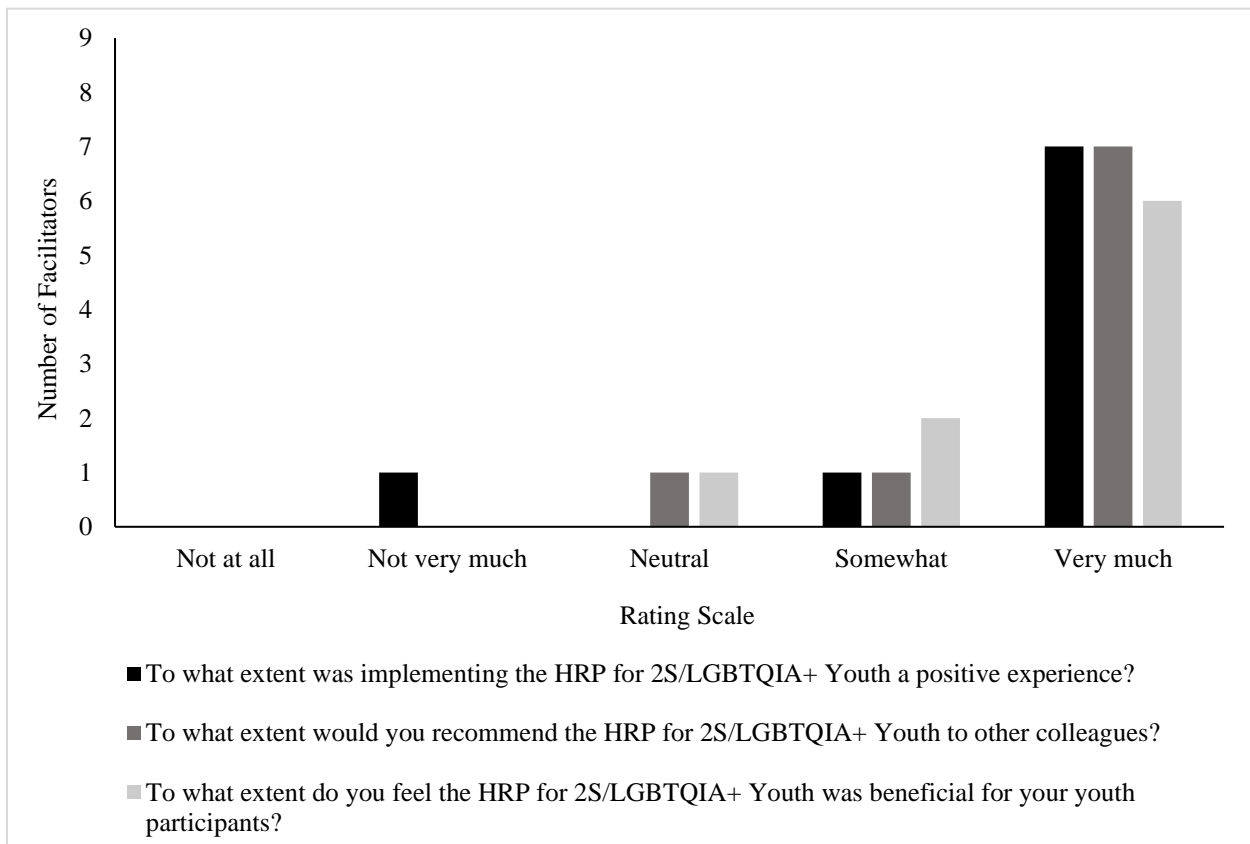
Overall, the majority of GSA advisors indicated that they had positive implementation

experiences and that the HRP for 2S/LGBTQIA+ Youth benefited youth. GSA advisors were

also asked to describe any program benefits that they may have observed. Some advisors

discussed how the safety planning session helped students to "identify [and] describe situations and how to keep themselves and others safe." Other advisors commented that it was beneficial for students to hear other students' perspectives and stories during group discussions, with one advisor even suggesting that "more quiet members may have gained from…just listening to discussions."

Implementation

One goal of this research was to investigate the feasibility of integrating structured healthy relationships and mental health promotion programming (i.e., the HRP for 2S/LGBTQIA+ Youth) in a GSA setting. As such, in addition to collecting advisors' feedback on their satisfaction with the program and its perceived benefits, we asked advisors to identify any implementation-related challenges they may have faced during the school year. Figure 5 lists program delivery challenges that advisors identified and the number of GSAs ($N = 5$) that experienced each issue.

Figure 3

Implementation-Related Challenges Identified by GSA Advisors
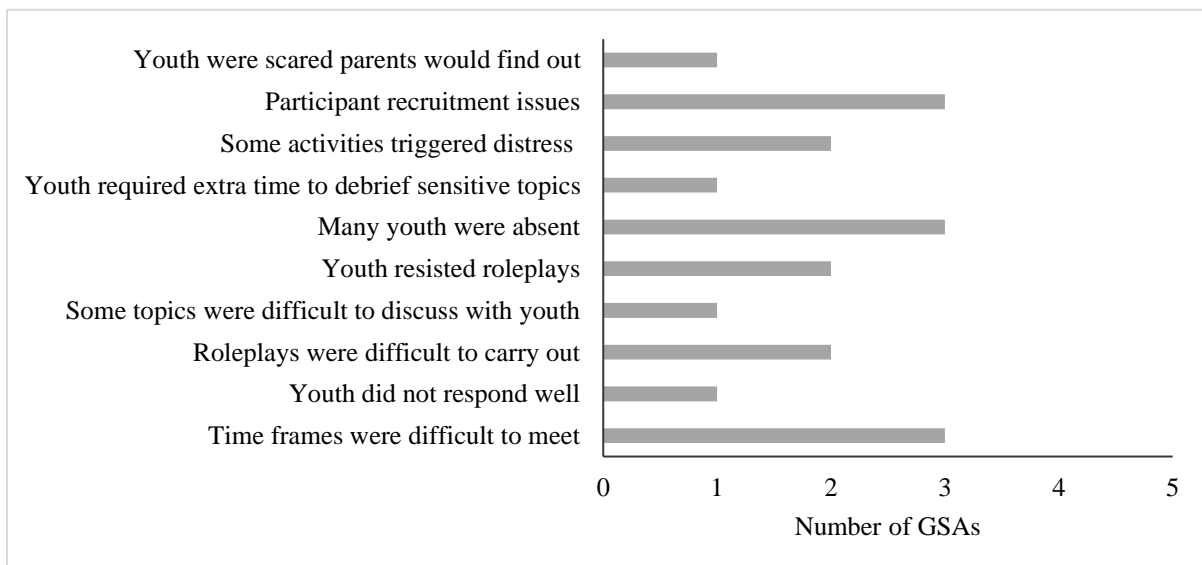
Recruitment issues, meeting absences, and timing factors were implementation challenges that GSA advisors most often identified. Some advisors expanded on these challenges and shared that some students were unable to participate due to the possibility of being seen by others or monitored by other students who may inform their families. Additionally, advisors at one school noted that delivering the program after school hours introduced barriers to participation for students who were not out to their families.

When asked to give advice to other facilitators of the HRP for 2S/LGBTQIA+ Youth, advisors noted the importance of working with youth in the GSA to implement sessions that are relevant to them (i.e., letting them choose sessions and getting their feedback); suggested working with other staff to co-facilitate, when possible; and noted that support from school staff and administrators is helpful. Some facilitators also mentioned the importance of being familiar and comfortable with the materials prior to facilitating sessions, and that hard copies of the books and materials would be helpful.

Of the nine GSA advisors, 89% (i.e., eight) indicated that they would likely or definitely plan to implement the HRP for 2S/LGBTQIA+ Youth again. All nine advisors (i.e., 100%) indicated that they would attend additional HRP for 2S/LGBTQIA+ Youth trainings if they had the opportunity.

School Involvement

Facilitators were also asked a series of questions regarding their school and school division's involvement in the program, including implementation support, additional training opportunities, and their school division's priorities and objectives. Figure 6 below displays facilitators' responses to these questions on a 5-point Likert scale.

Table 6

Facilitators' Ratings of School and School Division Involvement in Programming

Item	Not at all	Not very much	Neutral	Somewhat	Very much
How important is it to your school that you use evidence-based programs?	0	0	2	1	6
How important is it to your provincial government/ministries that you use evidence-based programs?	0	0	1	3	5
To what extent are you able to choose the programs/resources you will implement?	0	0	1	4	4
Are there additional supports in your school for you to implement the HRP for 2S/LGBTQIA+ Youth?	0	2	2	5	0
To what extent does the HRP for 2S/LGBTQIA+ Youth match your school division's priorities and objectives?	0	0	0	3	6
Is there an identified person at the school division or community level to support the HRP for 2S/LGBTQIA+ Youth?	0	0	3	2	2
Are there additional training opportunities at the school division on relationships, mental health, and harm reduction?	0	2	1	6	0
Do parents of youth in your program value the HRP for 2S/LGBTQIA+ Youth?	0	1	5	2	0

Note. The highlighted cells indicate ratings that had the highest response rate from facilitators.

As indicated by Table 6, the majority of facilitators very much or somewhat agreed that they are able to choose the programs/resources they implement and that their school(s) and provincial government(s) find it important to use evidence-based programs. All facilitators either

very much or somewhat agreed that the HRP for 2S/LGBTQIA+ Youth aligns with their school division's priorities and objectives. There was weaker agreement with the statements indicating the presence of additional support for them to implement the HRP for 2S/LGBTQIA+ Youth. The majority of facilitators somewhat agreed that there was support available at the school level; however, facilitators' responses to the question inquiring about support at the school division/community level varied across the scale, from "Not at all" to "Very much." Most facilitators somewhat agreed that there are additional training opportunities in the area of relationships, mental health, and/or harm reduction at the school division level. Of note, the majority of facilitators were neutral in their responses to parents' perception of the HRP for 2S/LGBTQIA+ Youth. Some facilitators elaborated on this question and indicated that many of their students were not yet out to their families, and facilitators were thus unable to answer this question.

Discussion

Youth Outcomes

The results of this study suggest that the HRP for 2S/LGBTQIA+ Youth has the potential to improve youths' knowledge about mental health and relationships, enhance their self-efficacy in relationships, and help affirm their diverse identities and experiences. This study also demonstrated that there is potential for the HRP for 2S/LGBTQIA+ Youth to help youth recognize red flags, understand when to seek help, and identify safety concerns in relationships. The HRP for 2S/LGBTQIA+ Youth takes an affirmative approach, including sessions on ways of being, coping skills, and belonging. An affirmative approach to working with 2S/LGBTQIA+ youth should follow general principles, including identity affirmation and considering oppression and discrimination, which can be integrated with an understanding of Meyer's (2003) minority

stress theory to explore internal and external protective factors against marginalization and stigma (Alessi, 2014). Youth outcomes from this study align with research on other affirmative interventions for 2S/LGBTQIA+ youth in different settings and modalities, which have been found to be associated with increases in self-efficacy, coping skills, and well-being (e.g., Craig et al., 2014, 2021, 2023; Craig & Austin, 2016; Iacono et al., 2023; Pachankis et al., 2020). Participation in and engagement with GSAs has been found to have similar outcomes concerning youths' well-being, self-efficacy, and social support (Murchison et al., 2021; Poteat et al., 2020). Youth participants' ratings of the climate of their GSAs did not differ significantly from before to after their exposure to the program. On average, participants' responses indicated that they felt supported within their GSAs before and after participating in the program. This is a positive finding—as it indicates the presence of safer spaces within schools for youth in this sample—but limits the ability to make strong conclusions about the direct impact of the program on the measured outcomes.

Program Implementation

Program facilitators expressed satisfaction with the program and witnessed specific benefits for youth participants. The majority of the nine GSA advisors agreed that they would implement the HRP for 2S/LGBTQIA+ Youth again and indicated that they would attend additional program-related training if they had the opportunity to do so. While most facilitators perceived the program as beneficial, facilitators also identified challenges to implementation, including recruitment issues, absences, and difficult time frames. One of the sites did not feel that the program was a good fit for their group and chose not to implement it beyond the first two sessions; data from this facilitator reflected that experience. While the GSA facilitators agreed that their school(s) and provincial government(s) find it important to use evidence-based

programs, and that the HRP for 2S/LGBTQIA+ Youth aligns with their school/division priorities, their feedback also indicated that there is inconsistent support at the school and division/community level for them to implement this programming. Additionally, some facilitators highlighted the barrier that students who were not out to their families or peers were uncomfortable participating in the GSA or the program.

Across Canada, there has been pushback against comprehensive and intersectional approaches to inclusivity and sex education in schools. In 2023, the governments of Saskatchewan and New Brunswick announced new policies requiring students under 16 years old to obtain parental permission to change their pronouns within schools (Taylor, 2023). Requiring parental consent for youth to use their pronouns in school can force youth to disclose their gender and sexual identities to their parents/guardians, which can increase their risk of experiencing violence, parental abuse, rejection, and neglect (Mustanski, 2011; Wasilewski, 2024). For transgender youth, the ability to use their names and pronouns has been associated with a reduction in depression symptoms, suicidal ideation, and suicidal behaviour (Russell et al., 2018). In January 2024, the government of Alberta put forth restrictive policies on gender identity and will require teachers to have any external resources on gender identity, sexual orientation, and human sexuality approved by the Education Ministry before being allowed to use them in the classroom, which teachers have stated make them "concerned about the safety of their most vulnerable students" (Bellefontaine, 2024). The implementation of these restrictive policies in schools can increase barriers for youth in accessing safer spaces, like GSAs, and trustworthy adults within schools—especially youth from historically marginalized groups who already face barriers to accessing support (Brown et al., 2016; Robards et al., 2018).

There is a clear risk of moving backward in educational policy across Canada, where an increasing number of barriers are being implemented that make schools themselves an unsafe space for 2S/LGBTQIA+ students. Additionally, many GSAs are involved in advocacy within schools and their broader communities. While engaging in advocacy work within GSAs can empower youth (Poteat et al., 2020), the onus is far too often placed on those from historically marginalized communities to advocate for their rights and well-being (Lapointe, 2018). When restrictive policies are being implemented in schools, and students' identities are denied—which can put 2S/LGBTQIA+ youth in danger, negatively impact their well-being, and decrease their feeling of safety within schools (Peter et al., 2021)—youth may not feel comfortable or safe participating in GSAs or programming like the HRP for 2S/LGBTQIA+ Youth.

Evaluation Challenges

Notably, the variability in implementation, lack of clarity around individual youths' program participation, and significant evaluation challenges limit the ability to make strong conclusions from the current data. It is important to note that the retrospective pre-post student survey measure was initially designed to evaluate the HRP-Enhanced, a trauma-informed version of the HRPP that was designed for vulnerable youth and youth in the justice system. The retrospective pre-post measure was adapted for the HRP for 2S/LGBTQIA+ Youth by adding the GSA climate and identity affirmation subscales. The identity affirmation subscale was excluded from analysis because it demonstrated poor internal consistency, likely because the scale was composed of only two items (i.e., "I could/can appreciate my identities/ways of being" and "I understood/understand how identities/ways of being come together to influence one's experiences"). The two items included in this subscale may have been assessing different constructs, as one item asks youth to reflect on their appreciation for their own identities, while

the other item asks youth to reflect on their understanding of how intersecting identities (e.g., gender, race, ability, socioeconomic status, language, religion) can influence others' experiences. Identity affirmation of 2S/LGBTQIA+ Youth is complex, and more items are needed within this subscale to increase internal consistency and better evaluate this construct (Tavakol & Dennick, 2011). For example, the Queer People of Colour Identity Affirmation Scale (Ghabrial & Andersen, 2021) includes separate subscales for Identity Cohesion and Identity-Based Growth. The Identity Cohesion subscale includes items regarding self-acceptance and the perception of harmony among an individual's multiple marginalized identities, while the Identity-Based Growth subscale considers an individual's experiences with and adaptive responses to minority stress and structural oppression (Ghabrial & Andersen, 2021). More work must be done to adapt the retrospective pre-post student measure to effectively assess the impact of the program on students' affirmation of their diverse and intersecting identities.

One of the major evaluation challenges was that many students could not answer which aspects of the program they had experienced. Of the original sample of 50 youth, 25 did not indicate whether they had completed any sessions of the HRP for 2S/LGBTQIA+ Youth. Within the final sample of 17 youth, the majority did not respond to the open-ended question on the survey asking them which aspects or activities of the HRP for 2S/LGBTQIA+ Youth they found to be beneficial. We also noted a discrepancy between the number of sites that reported implementing session three, which discusses values and boundaries, and the number of students who indicated that they experienced this session. All students across the five GSAs in the sample indicated that they had experienced session three; however, advisors from only two out of the five GSAs reported that they had implemented session three with their groups. This discrepancy may be due to many factors. For example, advisors may have adapted program content and

merged sessions. Additionally, since sessions from the HRP for 2S/LGBTQIA+ Youth build on

each other, other sessions in the program also reference boundaries and values. Given the

program's flexibility and the fact that GSAs can vary in structure, it may not have been clear to

students when they were experiencing content from the HRP for 2S/LGBTQIA+ Youth and

which sessions they were exposed to. Feedback from facilitators also suggested that the

implementation of the program was tied to the composition and nature of the groups themselves.

Further research must be conducted to identify the impacts of GSA/group composition and

structure on program implementation and to identify the benefits of implementing structured

programming like the HRP for 2S/LGBTQIA+ Youth in both unstructured and structured group

settings within schools.

Limitations and Future Directions

The evaluation challenges noted above introduced limitations to this study and the ability

to make clear conclusions about the program. While students had a more challenging time

indicating which sessions they participated in, in a drop-in setting like GSAs, it may not be

feasible to collect attendance or note which students attended which sessions. Collecting

attendance may also deter some students from attending the group, as some may not want their

participation to be recorded out of concern for safety or discretion. When training facilitators

moving forward, it will be necessary to emphasize the importance of confidentiality and safety,

both in terms of student participation and how students indicate to the facilitator which sessions

they would like to see implemented. In future evaluations of this program, it would also be of

value to provide students with information about each session when they complete the youth

outcome measure, including associated session activities and skills, to help youth identify which

sessions they had experienced.

It is also important to note that while the program manual is meant to be a guide for facilitators and is not necessarily a rigid script, insight into how the program was implemented at each site was limited. Program facilitators are encouraged to work with youth to adapt program content in ways that are meaningful to them. Future evaluation of the HRP for 2S/LGBTQIA+ Youth within GSAs should obtain more information regarding possible adaptations made to program content by facilitators to better understand which aspects of the program youth were exposed to and how.

Additionally, the study design limited our ability to make direct conclusions regarding the impact of the program. As previously discussed, GSAs have been found to benefit students' mental health and self-efficacy (e.g., Poteat et al., 2020). In the current study, it was unclear whether the improvements in youth participants' outcomes from the beginning to the end of the school year were associated with their exposure to the program or their participation in GSAs in general. Theoretically, it would be beneficial to conduct a quasi-experimental controlled study evaluating the HRP for 2S/LGBTQIA+ Youth within GSAs, as this would allow for the comparison of outcomes between youth in GSAs in general and those in GSAs who have experienced the program. While this may be ideal, it is also important to note that program evaluation of this nature can be impractical in community and school settings, and having GSAs that receive no programming would not be respectful of the time and effort put into this research by youth—especially those from historically marginalized communities. With this in mind, future research evaluating the HRP for 2S/LGBTQIA+ Youth may benefit from evaluating the impacts of this program in different GSA/group configurations—for example, comparing outcomes of implementation in more structured GSAs compared to less structured GSAs, or to in-school groups developed to implement the program specifically.

From the tentative and preliminary inferences that can be made from this data, it is also important to note that the findings may not be applicable to all 2S/LGBTQIA+ youth. Based on youths' self-identification in the demographic survey, no two-spirit youth were included in the final sample. Within mental health research, it is critical to note that some identities are disproportionately underrepresented, including two-spirit, intersex, and asexual identities (Thomas et al., 2022; Kelleher et al., 2023; Zeeman & Aranda, 2020). Similarly, only one youth participant self-identified as being racialized. The lack of diversity in this sample limits the generalizability of preliminary findings from this study. We initially planned to analyze program outcomes based on different configurations of youths' intersecting identities; however, the small sample size and limited diversity within the sample did not allow for this. Further research must be conducted to evaluate the impact of the HRP for 2S/LGBTQIA+ Youth on the well-being of BIPOC (Black, Indigenous, People of Colour) youth within the 2S/LGBTQIA+ community to explore the effectiveness of this program for youth who experience intersecting systemic oppressions and harms (e.g., racism, colonialism, Islamophobia).

Implications

This study has implications for future evaluation and implementation of the HRP for 2S/LGBTQIA+ Youth, as well as other mental health promotion and healthy relationships programming for this population. The noted evaluation challenges and feasibility-related feedback from program facilitators provide essential directions for supportive implementation of the HRP for 2S/LGBTQIA+ Youth and how to best evaluate outcomes in school-based settings. Future research can involve scaling up the implementation and evaluation of this program in both school and community settings to increase the size and diversity of the sample. More feedback should be obtained from program facilitators regarding adaptations to program content and the

specific settings in which they are implementing the program, for example, noting the existing level of structure within the group's activities and content. Facilitators also noted challenges to implementation, including difficult time frames, recruitment issues, youth absences, and a lack of support for implementation at the level of the school and/or school division. It is crucial to identify factors and barriers that affect program implementation within school settings—which can exist at the level of the facilitator, group, school, or system—to direct next steps, provide support, and overcome implementation challenges (Eiraldi et al., 2015). Data from this study and future feedback from facilitators and students will inform the refinement of training and support for future implementation of this program and the development of varying program delivery models for different school contexts.

Conclusion

The current study explored the outcomes, effectiveness, and feasibility of implementing the HRP for 2S/LGBTQIA+ Youth, a mental health promotion and healthy relationships program, within GSAs in secondary schools. Results from youth participants and program facilitators suggest that the HRP for 2S/LGBTQIA+ Youth has the potential to benefit youths' knowledge about mental health and relationships and their self-efficacy regarding their capacity to use skills related to healthy relationships and safety.

While this study also suggests that the HRP for 2S/LGBTQIA+ Youth has the potential to help youth apply knowledge gained from the program (e.g., to seek help, identify safety concerns, and recognize red flags), several evaluation challenges were noted that limit the ability to make strong conclusions from this data. Feedback from program facilitators was positive regarding their perceptions of the program and also highlighted implementation challenges and barriers. Findings from this study support the need for mental health promotion and healthy

relationships programming for 2S/LGBTQIA+ Youth, as well as the importance of critically

considering the implementation and evaluation of structured programming for 2S/LGBTQIA+

youth in school settings.

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Appendix A

Ethics Approval Letter

Western Research

Date: 28 March 2023

To: ▇▇▇▇▇▇▇

Project ID: 113468

Study Title: Supporting LGBT2Q+ youth through evidence-informed strategies and programming

Application Type: NMREB Amendment Form

Review Type: Delegated

Full Board Reporting Date: 14/Apr/2023

Date Approval Issued: 28/Mar/2023 11:57

REB Approval Expiry Date: 11/Feb/2024

Dear ▇▇▇▇▇▇▇

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the WREM application form for the amendment, as of the date noted above.

Documents Approved:

Document Name	Document Type	Document Date	Document Version
HRP for LGBT2Q-Plus Youth Research Procedures V8-clean	Protocol	24/Feb/2023	8
Advisor LOI and Consent-RPP Study-V1	Written Consent/Assent	24/Feb/2023	1
2SLGBTQIA+ Youth Survey-RPP Study-Paper-V1	Paper Survey	24/Feb/2023	1
2SLGBTQIA+ Youth Survey-RPP Study-Online-V1	Online Survey	24/Feb/2023	1
GSA-Group Advisor Implementation Survey-RPP study-V1	Online Survey	24/Feb/2023	`
Invitation Email to Schools-RPP Study-V1	Recruitment Materials	24/Feb/2023	1
Advisor Email Recruitment Script -RPP Study-V1	Recruitment Materials	24/Feb/2023	1
Advisor Verbal Recruitment Script-RPP Study-V1	Recruitment Materials	24/Feb/2023	1
Student Verbal Recruitment Script-RPP Study-V1	Recruitment Materials	24/Feb/2023	1
Parent-Guardian LOI and Consent-RPP Study-V1	Written Consent/Assent	24/Feb/2023	1
Student LOI and Assent-RPP Study-V1	Written Consent/Assent	24/Feb/2023	1
Student LOI and Consent-RPP Study-V1	Written Consent/Assent	24/Feb/2023	1

REB members involved in the research project do not participate in the review, discussion or decision.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario. Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB. The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

Appendix B

Letter of Information and Consent/Assent Forms

Student Letter of Information and Consent

Project Title: Supporting LGBT2Q+ youth through evidence-informed strategies and programming
Principal Investigator:

Study Information
You are invited to participate in this study conducted by the Centre for School Mental Health at Western University. We are asking youth who participate in Gender and Sexuality Alliances/Gay-Straight Alliances (GSAs) or other similar groups for 2SLGBTQIA+ youth to participate in a survey to learn more about the benefits of GSA/group activities. This letter provides information to help you decide if you want to participate in this study.

The survey will take approximately 15-20 minutes to complete. The survey asks a set of questions about your feelings, knowledge, and skills at the beginning and the end of the school year, and then asks the same questions based on how you feel at the end of the school year. Some questions ask about identities/ways of being, mental health and well-being, seeking support, relationships and dating violence. It will also ask you to answer some scenarios and to identify and reflect on any sessions from the Healthy Relationships Program (HRP) for 2SLGBTQIA+ Youth that your GSA/group may have participated in during the school year.

If you agree to complete the survey, it will be collected at the end of the school year. The survey will be conducted online or a paper copy of the survey will be given to you. A link to the online survey will be sent to you by email and/or a text message. If you have not completed the survey, a reminder email will be sent to you approximately five days after the initial email/text message and three days after the first reminder. Your survey responses will be de-identified using a unique ID number for your GSA/group. Survey responses from all participants in your group will be summarized together and linked to the information provided by your GSA/group advisor (i.e., how many times the group met and activities done from the HRP for 2SLGBTQIA+ Youth).

Your parent/guardian's consent is not required for you to participate in this study. You are encouraged to share this information letter with your parent(s)/guardian(s) if it would NOT compromise your safety (e.g., they are aware of and support your participation in the GSA/group).

Possible Risks and Harms
There are no known or anticipated risks or discomforts associated with participating in this study. However, the survey questions may make you think about topics or experiences which could bring about emotional discomfort, particularly if you've had certain experiences in your life (e.g., bullying, dating violence). If any of the topics raised in the survey make you uncomfortable, we encourage you to talk to a trusted adult (e.g., youth worker, youth group leader, teacher, etc.). You can also access the Kids Help Line if you wish to talk to a supportive adult at any time of the day or night at 1-800-668-6868.

Possible Benefits
You will not gain any personal benefits from participating in this study. The information you provide on the survey will help us build an understanding of how activities in GSAs and other similar groups benefit 2SLGBTQIA+ youth.

Voluntary Participation
Your participation in this study is voluntary. The survey is optional. You may decide not to be in this study with no effect on your school records or your involvement in the GSA/group and any other programs. You do not waive any legal rights by signing this consent form. You may skip or refuse to answer any questions at any time. You have the right to withdraw from the study at any time before completing the survey. If you would like to withdraw, please contact the research team. However, due to the anonymous nature of your data, once your survey has been received, the researchers will be unable to withdraw your data.

Confidentiality
All data you provide will remain confidential and is only accessible to authorized staff at the Centre for School Mental Health at Western University. Your consent forms and data will be stored separately and in locked files in a locked office at the Centre for School Mental Health, or they will be stored on a secure server at Western University. Your GSA/group advisor may know you have consented to participate in order to assist with obtaining consent forms or collecting the survey.

If the results of this study are published, your name will not be shared. Only de-identified and combined data from all participants will be published. Your individual results will not be shared with anyone outside of the research team and will not appear in your school records.

This study uses third-party software to assist with collecting and analyzing the data. Since they are third-party software, your confidentiality cannot be guaranteed, but researchers will put in place measures to help protect your information. Your informed consent or the survey may be collected on a secure online platform called Qualtrics. Western's Qualtrics server is located in Ireland, where privacy standards are maintained under the European Union's General Data Protection Regulation, which is consistent with Canada's privacy legislation. Please refer to Qualtrics' Privacy Policy (https://www.qualtrics.com/privacy-statement/) for more details about Qualtrics' information management practices.

All data collected from this study will be destroyed after seven years. Representatives of the University of Western Ontario Non-Medical Research Ethics Board may require access to your study-related records, including your consent form, to monitor the conduct of the research.

Compensation
You will not be compensated for your participation in this study.

Consent
To indicate your consent, please fill out the consent form.

Contacts for Further Information
If you have any questions about your participation in this research, please contact ████████
██
██

If you have any questions about your rights as a research participant or the conduct of this study, you may contact The Office of Human Research Ethics (519) 661-3036, 1-844- 720-9816, email: ethics@uwo.ca. This office oversees the ethical conduct of research studies and is not part of the study team. Everything that you discuss will be kept confidential.

Please keep a copy of this letter for your records.

Student Consent Form

Project Title: Supporting LGBT2Q+ youth through evidence-informed strategies and programming
Principal Investigator: ███████████████████████████████████
██

I have read the Letter of Information and understand what I have read. The study has been explained to me, and all my questions have been answered to my satisfaction. **I agree to participate in a survey.**

Your First and Last Name: _____

Signature: _____

Date: _____

Please provide your email address and/or telephone number below. Your email address and/or phone number will be used to send you a link to the survey, as outlined in the Letter of Information. It will also be used to send you a copy of the letter of information and signed consent form.

Email address:
_____

Cellphone number (for receiving text messages):
_____

For research team use only:

My signature indicates that I have explained the study to the research participant named above and I have answered the participant's questions.

Name _____

Signature _____

Date _____

Student Assent Form

Project Title: Supporting LGBT2Q+ youth through evidence-informed strategies and programming
Principal Investigator: ██
██

I have read the Letter of Information and understand what I have read. The study has been explained to me, and all my questions have been answered to my satisfaction. **I agree to participate in a survey.**

Your First and Last Name: _____

Signature: _____

Date: _____

[If the survey will be collected online, include the following section:]
Please provide your email address and/or telephone number below. Your email address and/or phone number will be used to send you a link to the survey, as outlined in the Letter of Information. It will also be used to send you a copy of the letter of information and signed consent form.

Email address:
_____

Cellphone number (for receiving text messages):
_____

For research team use only:

My signature indicates that I have explained the study to the research participant named above and I have answered the participant's questions.

Name _____

Signature _____

Date _____

Appendix C

Student Verbal Recruitment Script

PROJECT TITLE: Supporting LGBT2Q+ youth through evidence-informed strategies and programming

Principal Investigator's Contact Information: ███████████████████████████
██████████████████████████████████████

INSTRUCTIONS:
Below is the recruitment script that will be read aloud to students. If you have any questions, please contact ██████████████████████

VERBAL RECRUITMENT SCRIPT:
Welcome. Your school has partnered with Western University in London, Ontario, to learn more about the benefits of club/group activities in Gender and Sexuality Alliances/Gay-Straight Alliances (GSAs) or other similar groups for 2SLGBTQIA+ youth. As a GSA/group member, you are invited to participate in a survey at the end of the school year.

The survey will take approximately 15-20 minutes to complete. The survey asks questions about your knowledge, feelings and skills related to identities/ways of being, mental health and well-being, seeking support, relationships and dating violence. It will also ask you answer some scenarios and to identify and reflect on any sessions from the Healthy Relationships Program (HRP) for 2SLGBTQIA+ youth that your GSA/group may have participated in during the school year.
Your participation in this study is voluntary, meaning that the survey is optional. You may decide not to participate in this survey with no effect on your school records or your involvement in the GSA/group and any other programs.

Parental/guardian consent is not required for you to participate, but we encourage you to talk to a parent or guardian about your participation in this study if it does not compromise your safety.

In-person Recruitment:

"I am going to distribute a letter of information that explains the research and your rights as a participant. Please take a few minutes to read over the information. Please feel free to ask me any questions. If you are interested in participating, please complete the consent form at the back, and return the completed form to me. The letter of information is for you to keep."

Note: Please contact the research team to arrange the return of completed student consent forms.

Appendix D

2S/LGBTQIA+ Youth Healthy Relationships Survey

This survey includes questions about your knowledge, feelings and skills related to identities/ways of being, mental health and well-being, seeking support, relationships and dating violence. There are five sections in this survey. In the first section, we ask you to answer questions about how you felt at the beginning of this school year, and in the second section we will ask you those same questions based on how you feel now at the end of this school year. The other three sections ask you to answer some scenarios and tell us more about yourself and your GSA/group activities this year.

The survey takes approximately 15-20 minutes to complete. **There are no right or wrong answers.** Take your time, and be sure to answer each question based on what you really think. Please be as honest as you can – all of your answers are private and confidential, and no one from home or school will see what you write. Your name is not included in any part of this survey, and it will not be used in any report.

Completing this survey is voluntary. You do not need to answer anything you don't want to. You can stop the survey anytime or not answer a particular question. **If you are uncomfortable answering, are unsure, or prefer not to answer a question, then please skip the question and go to the next one**. Whether you choose to complete all, part, or none of this survey, has no impact on your school records or your involvement in the GSA/group.

We will be asking questions about mental health, substance use, and relationship violence. **Some of these survey questions may make you think about topics or experiences which could bring about emotional discomfort, particularly if you've had certain experiences in your life (e.g., bullying, dating violence).** If any of the topics raised in the survey make you uncomfortable, we encourage you to talk to a trusted adult (e.g., youth worker, youth group leader, teacher, etc.). You can also access the Kids Help Line if you wish to talk to a supportive adult at any time of the day or night at 1-800-668-6868.

Section 1

The next group of questions asks about your feelings, knowledge and skills **at the beginning of the school year.**

Try to remember what you were doing and how you felt at the beginning of the school year**.** What were you like? What were your relationships like?

Thinking back to how you were at the **beginning of the school year**, please answer the following questions. **Check (✓) the box that is the best answer for you.** If you are uncomfortable answering or prefer not to answer a question, then please skip the question and go to the next one.

At the beginning of the school year…	No, not at all	Probably not	Very probably	Yes, definitely		*Don't know*
I could appreciate my identities/ways of being	❍	❍	❍	❍		❍
I understood how different identities/ways of being come together to influence one's experiences	❍	❍	❍	❍		❍
I felt supported by my GSA/group advisor(s)	❍	❍	❍	❍		❍
I felt supported by fellow GSA/group members	❍	❍	❍	❍		❍
I felt a sense of community in the GSA/group	❍	❍	❍	❍		❍
I saw myself reflected in GSA/group discussions and activities	❍	❍	❍	❍		❍
I felt comfortable sharing my identities/ways of being in the GSA/group	❍	❍	❍	❍		❍
I knew the positive qualities to look for in new dating partners/friends	❍	❍	❍	❍		❍
I knew how to make decisions about substance use	❍	❍	❍	❍		❍
I understood the difference between conflict and violence in a relationship	❍	❍	❍	❍		❍

At the beginning of the school year…	No, not at all	Probably not	Very probably	Yes, definitely		Don't know
I knew what a healthy relationship looks like, sounds like, and feels like	❍	❍	❍	❍		❍
I was aware of the early warning signs of dating violence	❍	❍	❍	❍		❍
I knew how to help a friend who is in an abusive (violent or aggressive) relationship	❍	❍	❍	❍		❍
I knew the connection between healthy relationships and good mental health	❍	❍	❍	❍		❍
I knew the skills to use to sever ties with someone in a respectful way	❍	❍	❍	❍		❍
I knew what an unhealthy relationship looks like, sounds like, and feels like	❍	❍	❍	❍		❍
I could use healthy strategies to cope with life stressors	❍	❍	❍	❍		❍
I could have chosen a positive dating partner/friend	❍	❍	❍	❍		❍
I could have made a safety plan for myself if necessary	❍	❍	❍	❍		❍
I could resist pressure to do something (e.g., drugs, fight, skipping school) that could get me in trouble	❍	❍	❍	❍		❍
I could help a friend who is having a problem in their relationship	❍	❍	❍	❍		❍

At the beginning of the school year…	No, not at all	Probably not	Very probably	Yes, definitely		Don't know
I had strategies that I used to seek help for myself if I was having a problem in a relationship (i.e., dating violence, aggressive relationship, controlling relationship)	○	○	○	○		○
I would have asked for help from a professional or trusted adult if I was having a mental health issue	○	○	○	○		○
I would have used resistance skills (i.e., delay, refusal, or negotiation) if I were in a situation where I felt pressured	○	○	○	○		○
I would have used respectful communication to voice my needs, concerns, and thoughts (assertive communication)	○	○	○	○		○
I would have ended an unhealthy relationship with someone I was dating or going out with	○	○	○	○		○

<u>Section 2</u>

The next group of questions are the same as those in the first section, but they ask about your feelings, knowledge and skills **now, at the end of the school year.** What are you like **NOW**? What are your current relationships like?

Thinking about how you are **now**, **at the end of the school year**, please answer the following questions. **Check (✓) the box that is the best answer for you.** If you are uncomfortable answering or prefer not to answer a question, then please skip the question and go to the next one.

NOW, at the end of the school year…	No, not at all	Probably not	Very probably	Yes, definitely		*Don't know*
I can appreciate my identities/ways of being	❍	❍	❍	❍		❍
I understand how different identities/ways of being come together to influence one's experiences	❍	❍	❍	❍		❍
I feel supported by my GSA/group advisor(s)	❍	❍	❍	❍		❍
I feel supported by fellow GSA/group members	❍	❍	❍	❍		❍
I feel a sense of community in the GSA/group	❍	❍	❍	❍		❍
I see myself reflected in GSA/group discussions and activities	❍	❍	❍	❍		❍
I feel comfortable sharing my identities/ways of being in the GSA/group	❍	❍	❍	❍		❍
I know the positive qualities to look for in new dating partners/friends	❍	❍	❍	❍		❍
I know how to make decisions about substance use	❍	❍	❍	❍		❍
I understand the difference between conflict and violence in a relationship	❍	❍	❍	❍		❍

NOW, at the end of the school year…	No, not at all	Probably not	Very probably	Yes, definitely		Don't know
I know what a healthy relationship looks like, sounds like, and feels like	❍	❍	❍	❍		❍
I am aware of the early warning signs of dating violence	❍	❍	❍	❍		❍
I know how to help a friend who is in an abusive (violent or aggressive) relationship	❍	❍	❍	❍		❍
I know the connection between healthy relationships and good mental health	❍	❍	❍	❍		❍
I know the skills to use to sever ties with someone in a respectful way	❍	❍	❍	❍		❍
I know what an unhealthy relationship looks like, sounds like, and feels like	❍	❍	❍	❍		❍
I can use healthy strategies to cope with life stressors	❍	❍	❍	❍		❍
I can choose a positive dating partner/friend	❍	❍	❍	❍		❍
I can make a safety plan for myself if necessary	❍	❍	❍	❍		❍
I can resist pressure to do something (e.g., drugs, fight, skipping school) that could get me in trouble	❍	❍	❍	❍		❍
I can help a friend who is having a problem in their relationship	❍	❍	❍	❍		❍

NOW, at the end of the school year…	No, not at all	Probably not	Very probably	Yes, definitely		*Don't know*
I have strategies that I can use to seek help for myself if I was having a problem in a relationship (i.e., dating violence, aggressive relationship, controlling relationship)	○	○	○	○		○
I would ask for help from a professional or trusted adult if I were having a mental health issue	○	○	○	○		○
I would use resistance skills (i.e., delay, refusal, or negotiation) if I were in a situation where I felt pressured	○	○	○	○		○
I would use respectful communication to voice my needs, concerns, and thoughts (assertive communication)	○	○	○	○		○
I would end an unhealthy relationship with someone I was dating or going out with	○	○	○	○		○

Section 3

The next section will describe three scenarios. This survey is not a test. Do not worry about spelling or grammatical errors when answering the questions. Feel free to use short sentences or bullet points. Some of the questions may make you think about topics or experiences which could bring about emotional discomfort, particularly if you've had certain experiences in your life (e.g., bullying, dating violence). **If you are uncomfortable answering, prefer not to answer a question, or are unsure, then please skip the question and go to the next one or feel free to stop the survey at any time.** If any of the topics raised in the survey make you uncomfortable, we encourage you to talk to a trusted adult (e.g., youth worker, youth group leader, teacher, etc.). You can also access the Kids Help Line if you wish to talk to a supportive adult at any time of the day or night at 1-800-668-6868.

Scenario A: Taylor is always texting their partner in class and the couple spends all their spare time together. Taylor seems happy, but they have started to distance themselves from their friendship group. Taylor always has to ask their partner for permission before they hang out with any of their friends, including you.

1. In a brief response, please describe the problem you think Taylor might be facing.

_____

_____

2. If Taylor was your friend, what could you do to help them?

_____

_____

_____

Scenario B: Jordan is 14. He is teased and picked on because he is smaller than the other guys in his grade 9 gym class. At home, Jordan often feels like he is an annoyance to his mother. They never have enough money to do anything fun. Jordan is wondering if there is a purpose to his life anymore, or if he would be better off dead.

1. In a brief response, please describe the problem you think Jordan might be facing.

_____

_____

2. If Jordan was your friend, what could you do to help them?

_____

_____

_____

_____

Scenario C: Avery and their partner Jadyn have been dating for a few months. They both say that they love each other, but they argue a lot. Jadyn regularly yells at Avery over minor things and makes Avery feel bad most days. When Avery cries after their fights, Jadyn apologizes to Avery, saying that they didn't mean what they said, and that Avery is being too sensitive.

1. In a brief response, please describe the problem you think Avery might be facing.

   _____

   _____

2. If Avery was your friend, what could you do to help them?

   _____

   _____

   _____

   _____

Section 4
The next section asks questions about your GSA/group activities. If you are uncomfortable
answering, prefer not to answer a question, or are unsure, then please skip the question and go
to the next one.

1. Your GSA/group may have participated in sessions from the Healthy Relationships Program
(HRP) for 2SLGBTQIA+ Youth. Please check which HRP for 2SLGBTQIA+ Youth session(s) you
participated in below. We have provided details about each session (affirmation, skill, practice)
to refresh your memory of what is covered in the session.

☐ SESSION 1: I HAVE A VOICE: Introduction to the Program
        Affirmation: I have a voice
        Skill: I am using my voice
        Practice: Participating in the program in ways that feel right and true to me

☐ SESSION 2: MINE TO NAME: Identities/Ways of Being
        Affirmation: My identities are 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

☐ SESSION 3: RECOGNIZE AND RESPECT: Values and Boundaries
        Affirmation: I deserve to have my values and boundaries honoured
        Skill: I can identify my personal values and boundaries
        Practice: Reflecting on and communicating my own values and boundaries

☐ SESSION 4: MY JOURNEY: Coming Out
        Affirmation: My journey, my way, my time
        Skill: Recognize that coming out is a process that looks and feels different to
            different people
        Practice: Creating your own coming out affirmation

☐ SESSION 5: MY MIND MATTERS: Mental Health and Well-Being (Part 1)
        Affirmation: I am not stuck; mental health can change over time
        Skill: I understand that mental health exists on a grid, and I can identify, and
            access supports that can help me
        Practice: Locating your mental health on the mental health grid; learning about
            mental health resources in my community

☐ SESSION 6: MY MIND MATTERS: Mental Health and Well-Being (Part 2)
        Affirmation: I can help myself and others, but I don't have to do it alone
        Skill: I know how to start and continue conversations about mental health with
            my friends
        Practice: Talking about mental health and wellness with others

☐ SESSION 7: THINKING AHEAD: Making Safer Choices About Substance Use
        Affirmation: I trust myself to make decisions that are right and true for me
        Skill: I think ahead about my safety and make informed choices about substance
            use
        Practice: Asking questions to help me make informed choices about substance
            use

☐ SESSION 8: I BELONG: Communities and Connections
        Affirmation: I belong
        Skill: I know two ways to find/connect to different communities
        Practice: Finding connection to communities

☐ SESSION 9: MY SUPER-POWER: Coping with Challenges
        Affirmation: I am worthy of respect and inclusion
        Skill: I am able to identify and cope with microaggressions
        Practice: Recognizing microaggressions and exercising options

☐ SESSION 10: WE ALL HAVE A SAY: Rights/Responsibilities/Consent
        Affirmation: All parties in a relationship have a say
        Skill: I can name rights and responsibilities in various relationships
        Practice: Asserting my rights, honouring my responsibilities, and voicing consent

☐ SESSION 11: RIGHT AND TRUE: Communication Styles
        Affirmation: I have the communication tools to do what is right and true for me
        Skill: I know different communication styles for dealing with difficult situations
        Practice: Using the assertive communication style in low-pressure situations

☐ SESSION 12: WORDS AND ACTIONS: Communicating Through Conflict
        Affirmation: My words and actions can help me in any situation
        Skill: I am able to choose a communication skill based on the situation I am in
        Practice: Using communication skills to delay, negotiate, and refuse based on
            personal values, boundaries, and circumstances

☐ SESSION 13: SHIPS: Healthy and Unhealthy Relationships
        Affirmation: All parties, no matter the relationship, deserve to be treated with
            respect
        Skill: I know the difference between healthy and unhealthy relationships
        Practice: Reflecting on the ingredients that are important for you to foster
            healthy relationships

☐ SESSION 14: (RE)BUILDING TIES: Addressing Relationship Violence
        Affirmation: I am worthy of healthy relationships; the people I care about are
            worthy of healthy relationships
        Skill: I can recognize the warning signs of escalating relationship violence and the
            value of maintaining ties
        Practice: Reaching out and (re)building ties

☐ SESSION 15: MY SAFETY: Exits and Safety Plans
     Affirmation: I deserve to be safe, no matter what
     Skill: I know how to plan for my safety in case I have to leave an unhealthy
          relationship
     Practice: Preparing an individual safety plan that can be used in an emergency

☐ SESSION 16: ALLYSHIP: Being There for Others
     Affirmation: We are all allies in different ways
     Skill: I can name 2 strategies for supporting a friend
     Practice: Listening to and working with others

☐ SESSION 17: CONCLUDING CIRCLE: Share and Celebrate
     Affirmation: I am loved, I belong
     Skill: I am able to appreciate myself and others
     Practice: Reflecting on who I am and what I contribute

☐ I did not participate in any of the sessions from the HRP for 2SLGBTQIA+ Youth listed
   above

2. If you participated in any of the HRP for 2SLGBTQIA+ Youth sessions, what program content
stands out or was useful to you?

_____

_____

_____

_____

3. What regular GSA/group activities, discussions, or events did you enjoy the most and why?

_____

_____

_____

_____

Section 5
The following questions ask about how you see yourself. We recognize that identities are complex, and the categories below may not reflect how you describe yourself*.* If you are unsure, then please skip the question and go to the next one.

1. How old are you, in years? _____   □ Prefer not to answer

2. What is your gender? Please check all that apply.
    - ☐ Agender
    - ☐ Cis
    - ☐ Gender fluid
    - ☐ Gender nonconforming
    - ☐ Gender queer
    - ☐ Man/boy
    - ☐ Non-binary
    - ☐ Questioning
    - ☐ Trans
    - ☐ Two-spirit
    - ☐ Woman/girl
    - ☐ You do not have an option that applies to me.
      I identify as: _____
    - ☐ Prefer not to answer

3. What is your sexual orientation? Please check all that apply.
    - ☐ Asexual
    - ☐ Bisexual
    - ☐ Demisexual
    - ☐ Gay
    - ☐ Lesbian
    - ☐ Pansexual
    - ☐ Queer
    - ☐ Questioning
    - ☐ Straight or heterosexual
    - ☐ Two-spirit
    - ☐ You don't have an option that applies to me.
      I identify as: _____
    - ☐ Prefer not to answer

4. Do you self-identify as Indigenous (i.e., First Nation, Métis, and/or Inuk/Inuit)?
   - ☐ Yes
   - ☐ No
   - ☐ Prefer not to answer

5. Do you self-identify as a racialized person? (For example: Black, Central Asian, East Asian, Latin American, Middle Eastern, North African, South Asian, Southeast Asian)
   - ☐ Yes
   - ☐ No
   - ☐ Prefer not to answer

6. Were you born in Canada?
   - ☐ Yes
   - ☐ No
   - ☐ Prefer not to answer

7. What is your first language?
   _____   ☐ Prefer not to answer

Thank you for participating in this survey.

If you are feeling uncomfortable about any of the topics raised in the survey, we encourage you to talk to a trusted adult (e.g., GSA advisor, youth worker, youth group leader, teacher, etc.). You can also access the Kids Help Line if you wish to talk to a supportive adult at any time of the day or night at 1-800-668-6868.

If you have any questions or concerns about this study, you may contact ▮▮▮▮▮▮▮ You can also learn more about this and other similar studies by visiting
https://www.csmh.uwo.ca/research/index.html.

Appendix E

Implementation Survey for the HRP for 2S/LGBTQIA+ Youth

This survey asks questions about your experiences with implementing the HRP for 2SLGBTQIA+ Youth including success and challenges. The survey takes approximately 10 minutes to complete. Your name is not included on any part of this survey and will not be used in any report.

 Completing this questionnaire is voluntary. At any time, you can choose to stop the questionnaire or not answer a particular question. Completing this questionnaire has no influence on your participation in HRP for 2SLGBTQIA+ Youth or your role as a GSA/group advisor.

Did you implement any of the 17 sessions from the HRP for 2SLGBTQIA+ Youth this school year?

○ Yes

○ No

Please check which HRP for 2SLGBTQIA+ Youth sessions were delivered:

☐ 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 (Part 1)

☐ SESSION 6: MY MIND MATTERS: Mental Health and Well-Being (Part 2)

☐ SESSION 7: THINKING AHEAD: Making Safer Choices About Substance Use

☐ SESSION 8: I BELONG: Communities and Connections

☐ SESSION 9: MY SUPER-POWER: Coping with Challenges

☐ SESSION 10: WE ALL HAVE A SAY: Rights/Responsibilities/Consent

☐ 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: ALLYSHIP: Being There for Others

☐ SESSION 17: CONCLUDING CIRCLE: Share and Celebrate

Part A: Group Characteristics and Format

How many participants attended program sessions?

_____

How many participants attended regularly (i.e., 9 of 15 GSA members)?

_____

Was there anything about the composition of this particular group that had an impact on your ability to deliver the HRP for 2SLGBTQIA+ Youth?

_____

_____

_____

_____

_____

How often does your GSA/group meet?

_____

How many times did the GSA/group meet this year?

○ Less than 3

○ 3 to 5

○ 6 to 10

○ 10 to 20

○ More than 20

Did you have a co-facilitator for this group?

○ Yes

○ No

Part B: Identifying and Recruiting Participants

How did you identify and recruit youth to participate in the HRP for 2SLGBTQIA+ Youth?

_____

_____

_____

_____

_____

Were there any challenges with identifying and/or recruiting students to participate in the program?

○ Yes

○ No

Please explain the challenges you encountered identifying and/or recruiting students to participate.

_____

_____

_____

_____

_____

Part C: Logistics

Were there any challenges in finding a good time and space for the group?

○ Yes

○ No

Please describe the challenges you encountered in finding time and space for the group.

_____

_____

_____

_____

_____

Part D: Implementation Experience

Overall Satisfaction with the Healthy Relationships Program (HRP) for 2SLGBTQIA+ Youth

	Not at all	Not very much	Neutral	Somewhat	Very much
To what extent was implementing the HRP for 2SLGBTQIA+ Youth a positive experience?	○	○	○	○	○
To what extent would you recommend the HRP for 2SLGBTQIA+ Youth to other colleagues?	○	○	○	○	○
To what extent do you feel the HRP for 2SLGBTQIA+ Youth was beneficial for your youth participants?	○	○	○	○	○

Did you observe specific benefits or changes in youth as a result of the HRP for 2SLGBTQIA+ Youth? Please provide an example here.

_____

_____

_____

_____

Did delivering the HRP for 2SLGBTQIA+ Youth cause any issues with regular GSA club programming?

○ Yes

○ No

○ Not applicable

Please describe the GSA club programming issues that were caused by delivering the HRP for 2SLGBTQIA+ Youth?

_____

_____

_____

_____

_____

Was there anything about the HRP for 2SLGBTQIA+ Youth that made it difficult to implement? Check all that apply.

- ☐ Time frames difficult to meet

- ☐ External influences (disruptions, assemblies)

- ☐ Youth did not respond well

- ☐ Mismatch with local culture

- ☐ Role plays difficult to carry out

- ☐ I found some of the topics difficult to discuss with youth

- ☐ I was uncomfortable discussing mental health or harm reduction with youth

- ☐ Instructions for some activities unclear

- ☐ Youth resisted role play exercises

- ☐ Many youth were absent

- ☐ Pressure or resistance from parents

- ☐ Youth required extra time to debrief sensitive topics

- ☐ Some activities triggered distress among some participants

- ☐ Meeting space

- ☐ Participant recruitment issues

- ☐ Other, please specify

_____

Please complete the following.

	Definitely not	Not likely	Unsure	Likely	Definitely
Do you plan to implement the HRP for 2SLGBTQIA+ Youth again?	○	○	○	○	○
Would you attend additional HRP for 2SLGBTQIA+ Youth trainings if you had the opportunity?	○	○	○	○	○

What advice would you give someone implementing the HRP for 2SLGBTQIA+ Youth for the first time?

_____

_____

_____

_____

_____

Part E: School Involvement in the Healthy Relationships Program for 2SLGBTQIA+ Youth

----

Has your school implemented other Fourth R programs in the past?

○ Yes

○ No

Please complete the following.

	Not at all	Not very much	Neutral	Somewhat	Very much
How important is it to your school that you use evidence-based programs?	○	○	○	○	○
How important is it to your provincial government/ ministries that you use evidence-based programs?	○	○	○	○	○
To what extent are you able to choose the programs/ resources you will implement?	○	○	○	○	○
Are there additional supports in your school for you to implement the HRP for 2SLGBTQIA+ Youth?	○	○	○	○	○
To what extent does the HRP for 2SLGBTQIA+ Youth match your school division's priorities and objectives?	○	○	○	○	○

Is there an identified person at the school division or community level to support the HRP for 2SLGBTQIA+ Youth?	○	○	○	○	○
Are there additional training opportunities at the school division on relationships, mental health, and harm reduction?	○	○	○	○	○
Do parents of youth in your program value the HRP for 2SLGBTQIA+ Youth?	○	○	○	○	○

Part F: Facilitator Characteristics

How many times have you delivered the HRP for 2SLGBTQIA+ Youth program?

○ One time

○ Two times

○ Three times

○ Four or more times

Have you delivered structured group programming in the past (other than the HRP for 2SLGBTQIA+ Youth)?

○ Yes

○ No

If you have delivered a structured program in the past, please list the program(s).

_____

_____

_____

_____

_____

What is your highest level of education achieved?

    ◯ Secondary school diploma or equivalent

    ◯ Post-secondary certificate, diploma, or degree

    ◯ College, CEGEP, or other non-university certificate or diploma

    ◯ University certificate or diploma below the bachelor level

    ◯ University certificate, diploma, or degree at the bachelor level

    ◯ Master's degree

    ◯ Doctorate degree

    ◯ Other, please specify _____

    ◯ Prefer not to answer

For how many years have you been working with adolescents in a professional capacity?

    ◯ Less than 5

    ◯ 6 to 10

   ◯ 11 to 15

    ◯ 16 or more

Are you (check all that apply):

☐   Cisgender man or boy

☐   Cisgender woman or girl

☐   Trans

☐   Non-binary, genderqueer, agender, or a similar identity

☐   Indigenous or other cultural gender identity (e.g., two-spirit)

☐   Not sure/questioning

☐   You don't have an option that applies to me; I identify as:
_____

☐   Prefer not to answer

Are you (check all that apply):

☐ Lesbian

☐ Gay

☐ Bisexual

☐ Two-spirit

☐ Pansexual

☐ Asexual

☐ Queer

☐ Straight/Heterosexual

☐ Not sure/questioning

☐ You don't have an option that applies to me; I identify as:
_____

☐ Prefer not to answer

What term do you use to describe your ethnicity or racial background?

_____

_____

_____

_____

_____

Do you self-identify as a racialized person? (For example: Black, Central Asian, East Asian, Indigenous, Latin American, Middle Eastern, North African, South Asian, Southeast Asian)

○ Yes

○ No

○ Prefer not to answer

<p style="text-align:center">Curriculum Vitae</p>

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Honours and Awards:	Social Sciences and Humanities Research Council (SSHRC) Canada Graduate Scholarship (CGS-M) 2023–2024
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Publications:

Kalwani, N., Ferguson, A.K., Goff, L., & Dej, K. (in press). The power of introspection: A collaborative autoethnography reflecting on group dynamics when working with students as partners. *International Journal for Students as Partners.*

Exner-Cortens, D., **Kalwani, N.**, & Crooks, C.V. (in press). Teen dating violence: Current research, gaps, and controversies. In C.M. Renzetti & R. Bergen (Eds.), *Gendered violence in the family: New directions.* Cognella Academic Publishing.

Dietzel, C., **Kalwani, N.**, Samardzic, T., Dodge, A., Dunn, S., & Mendes, K. (2023). *Technology-facilitated sexual violence in Canadian educational curricula, policies, and legislation.* Digitally Informed Youth: Digital Safety & Sex Information and Education Council of Canada.