

Uptake of an e-Learning Curriculum: “Providing Trans-affirming Care to Sexual Assault Survivors”

Hyuna Seo, BHSc Student ^{1,2}, Sarah Daisy Kosa, PhD ^{1,2,3}, Sheila Macdonald, MN ³, and Janice Du Mont Edd ^{2,4}

¹Faculty of Health Sciences, McMaster University; ²Women's College Research Institute, Women's College Hospital; ³Ontario Network Sexual Assault/Domestic Violence Treatment Centres; ⁴Dalla Lana School of Public Health, University of Toronto

BACKGROUND

- Trans and gender-diverse (TGD) persons:
 - experience sexual assault at a high rate (Trans PULSE Canada, 2021)
 - are often met with healthcare providers who lack the necessary training for inclusive support (Tettamanti, 2018)
- Limited resources available for service providers on trans-affirming care post sexual assault
- e-learning curriculum was developed to address gap
- Made freely accessible at www.translinknetwork.com/curricula (see Curriculum for description)

OBJECTIVE

To assess the uptake of the curriculum

METHOD

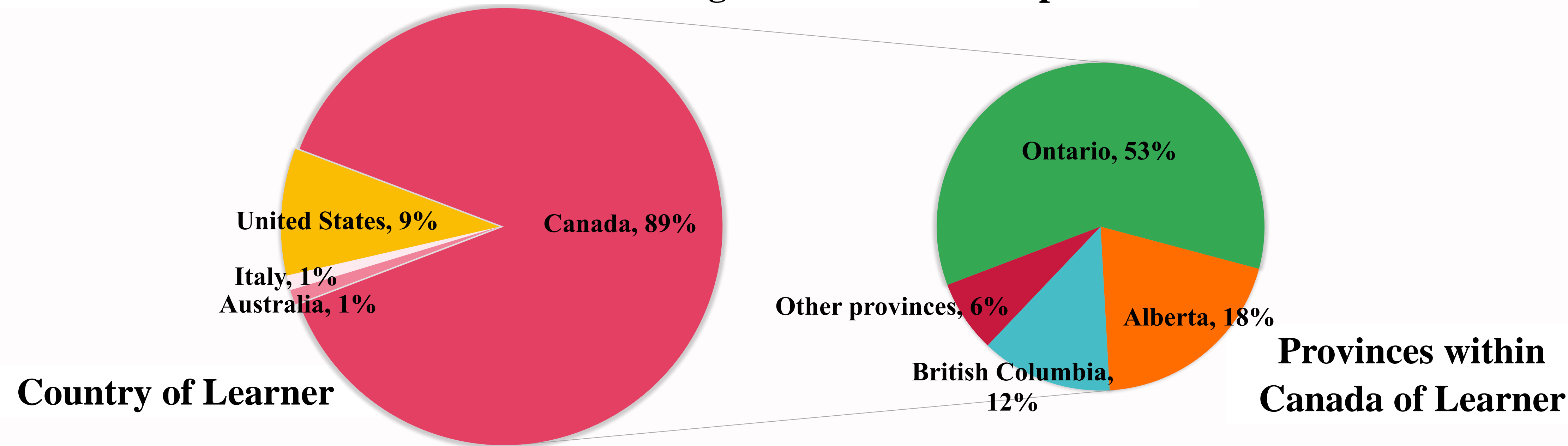
- To access the curriculum, potential learners were prompted to provide their name, location (province and country), affiliated organization, and the intended use of the learning
- Profession was also collected
- We captured uptake from May 11th to December 10th, 2021

ANALYSES

- Location, organization, profession, and intended use of learning parameters were summarized into categories and described using counts and proportions

RESULTS

96 learners accessed the curriculum during the data collection period



Profession	n	%
Social Work	31	32.3
Counselling, Psychotherapy, Psychology	16	16.7
Nursing	13	13.5
Student	8	8.3
Managerial	8	8.3
Teaching, Education	3	3.1
Healthcare (non-nursing)	2	2.1
Other (i.e., communications, insurance)	2	2.1
Did Not Specify	13	13.5

Organization	n	%
Healthcare (e.g., private clinic, health network, community health centre)	32	33.3
Hospital-based sexual assault/domestic violence treatment centre	27	28.1
Teaching institutions (e.g., university)	17	17.7
Community organizations (e.g., mental health centre, LGBTQ+ support centre)	12	12.5
Others (i.e., consulting firm, insurance company)	2	2.1
Unaffiliated	3	3.1
Did Not Specify	3	3.1

Key Categories Intended Use of Learning

Professional learning to improve practice (77%)

As a mental health service provider, I work with a diverse population of young adults. Many of these clients have traumatic experiences. I want to make sure I am up-to-date on being able to provide the best care.

To further my knowledge as I begin my SANE [Sexual Assault Nurse Examiner] journey.

As a medical student and future health care provider, it is my responsibility to seek out the education and training necessary to be able to provide trans-affirming, safe, and sensitive care.

Updating/developing organizational manual/training program/resource (6%)

The intended use is to update, upgrade, and reform the working Manual and Mandate for a zero-interest microloan program for Cis & Trans Women, Two Spirit, and Gender Diverse persons fleeing or who have recently fled abuse and/or violence.

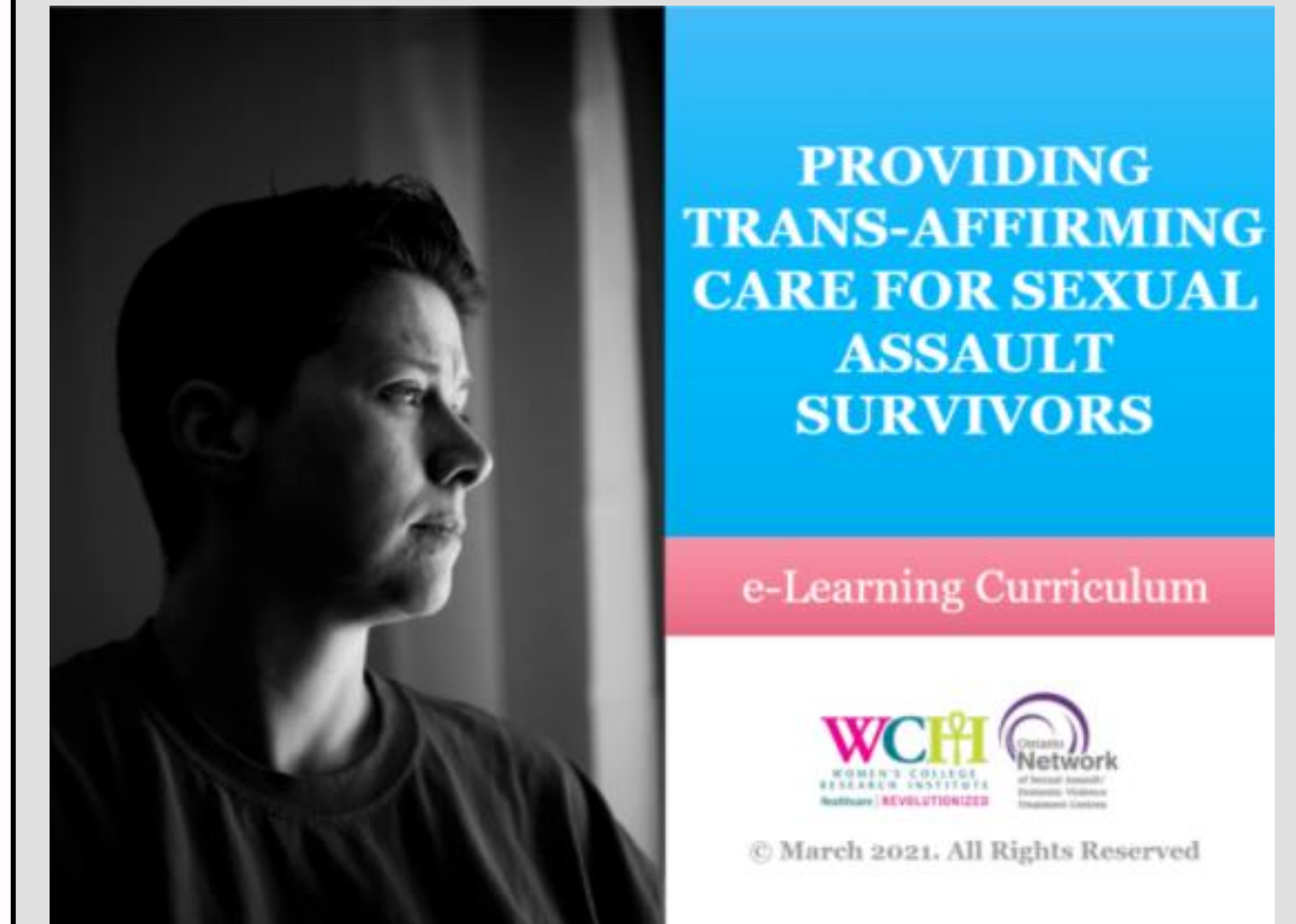
Education of other providers (5%)

To better inform my educational practices for nursing students and courses related to human sexuality.

Personal interest/self-directed learning (6%)

To deepen my knowledge base to assist and support my daughter and my connection with the 2SLGBTQ+ communities.

CURRICULUM



- Interactive and competency-based
- Developed and evaluated in collaboration with trans community members and their allies
- Provides an engaging interface through which to build knowledge and skills in the provision of trans-affirming sexual assault care
- Comprises an introduction, seven lessons (e.g., Initial Assessment, Discharge and Referral), and a conclusion that can be completed as separate modules
- Approximate running time is 1.25 hours

SUMMARY & DISCUSSION

- Overall good uptake of the curriculum across a diverse range of professions and organizations
- Most accessed the curriculum for professional learning to enhance their own practice
- Findings can help inform the implementation of future online curricula