LAND ACKNOWLEDGEMENT

We recognize that our work takes place on traditional Indigenous territories across Ontario. We also wish to acknowledge that Women's College Hospital is located on the traditional Indigenous territories of the Huron-Wendat, Haudenosaunee, and the territory of the Mississaugas of the Credit First Nations.

Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work and be present in this territory.

INTERNATIONAL
TRANSGENDER
DAY OF VISIBILITY
MARCH 31

Development of an e-Learning Curriculum to Support Trans and Gender Diverse Persons experiencing Intimate Partner Violence

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WCHI
WOMEN'S COLLEGE
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Healthcare | REVOLUTIONIZED

Ontario
Network
of Sexual Assault/
Domestic Violence
Treatment Centres

Brittany Jakubiec — Egale

Jakki Buckeridge — Indus Community Services

Julia Manuel — St.Mary's General Hospital

Wendy Komiotis — METRAC Action on Violence

Amber Wardell — OAITH Ontario Association of Interval & Transition Houses

Sheila Macdonald — Ontario Network of Sexual Assault/ Domestic Violence Treatment Centres

Education and Training Working Group

trans-LINK NETWORK
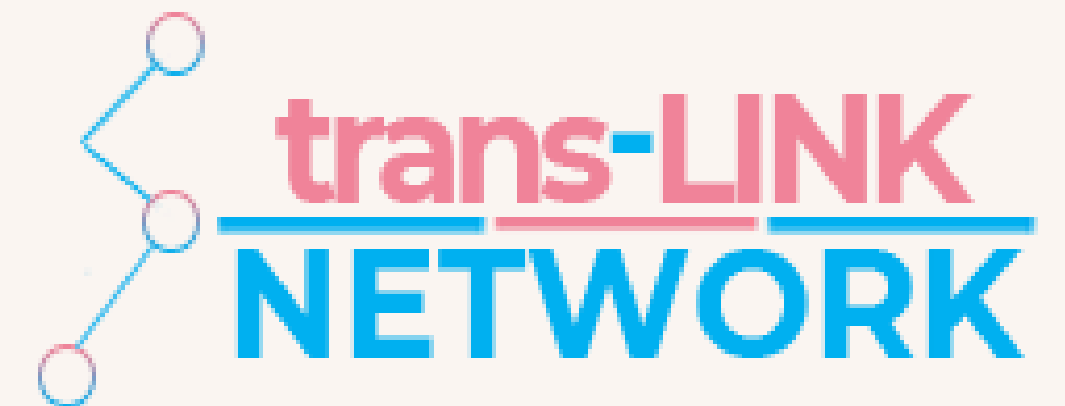
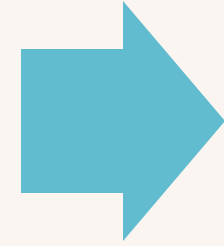## TODAY'S AGENDA:

- **Introduction to a 6-step approach to curriculum development**

- **Review of activities and findings to date**

- **Brainstorm to determine goals and objectives of curriculum**

- **Next steps**

6-step Approach for Curriculum Development

1. Problem Identification & General Needs Assessment

2. Targeted Learning Needs Assessment

3. Determination of Goals and Objectives
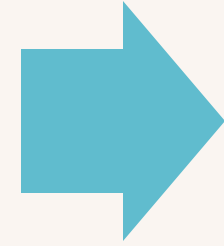
4. Educational Strategies

5. Implementation

6. Evaluation & Feedback

(Chen et al. 2019)

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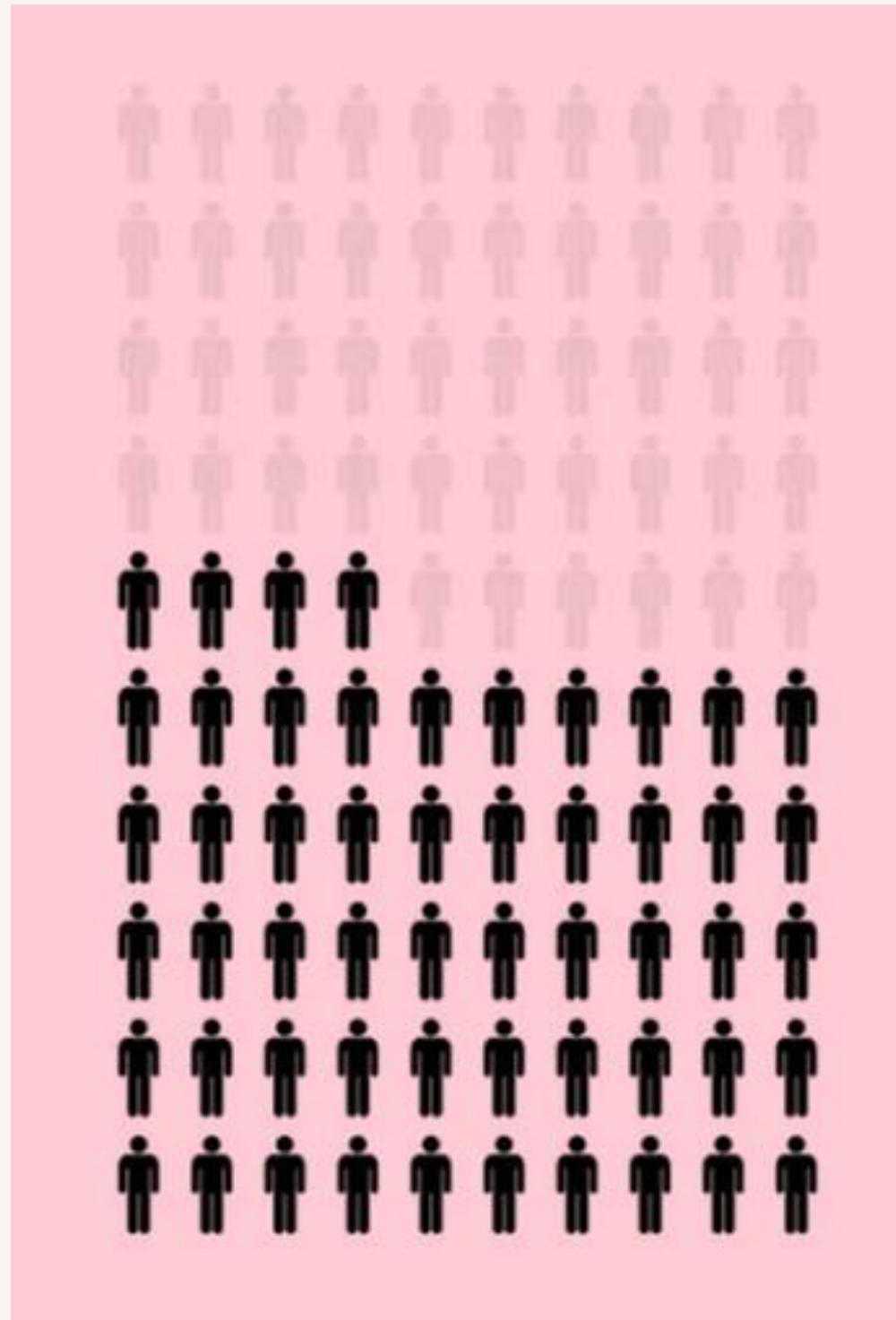
1. Problem Identification

Environmental Scan

- **Reports, journal articles, systematic reviews, surveys, etc.**

Prevalence
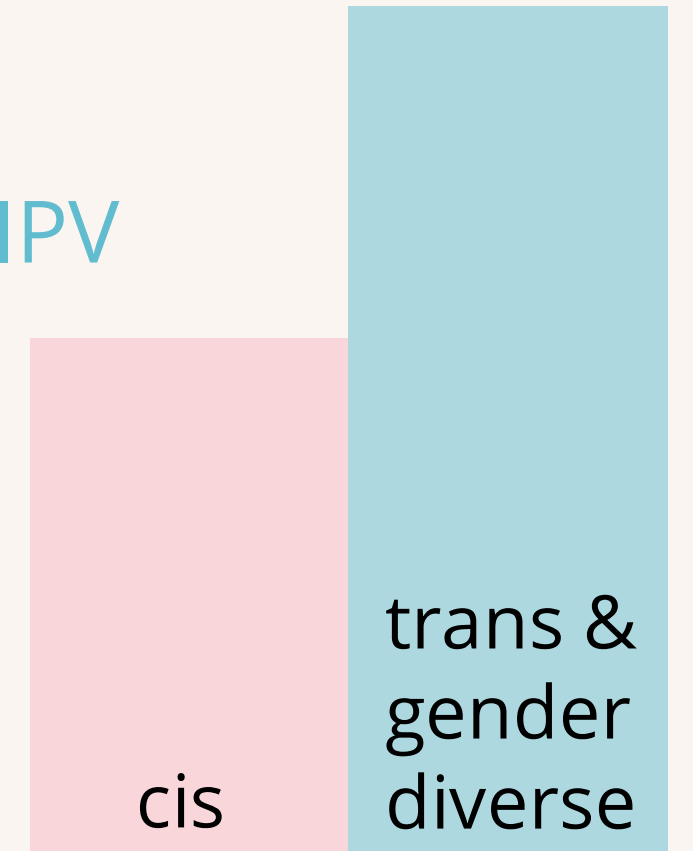
66%

More likely to experience IPV than cisgender persons
(Peitzmeier et al. 2020)

54%

Experience IPV in their lifetime
(James et al. 2016)

cis

trans & gender diverse

Intersecting Oppressions

Trans and gender diverse

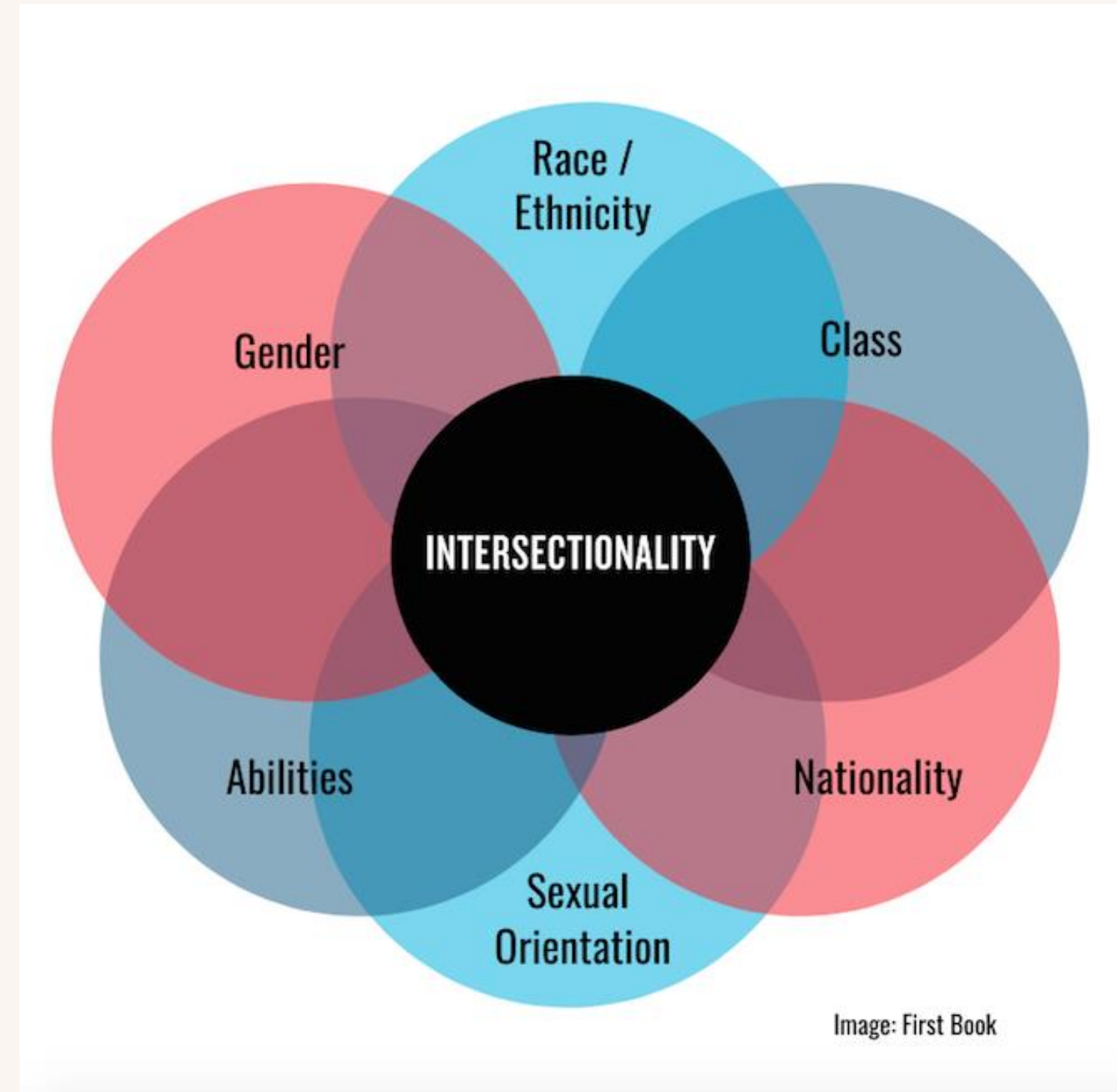Sex work   77%

Homelessness   72%

Racialized   56-73%

Disabled   61%

(James et al. 2016)

Image: First Book

Unique Forms of IPV against Trans and Gender Diverse Persons

(Bornstein et al. 2006; Brown & Herman 2015; Das et al. 2021; Gamarel et al. 2020; Guadalupe-Diaz & Jasinski 2017; Rogers 2021)

Challenges:
Recognizing Abuse

Survivors, **especially masculine-presenting persons**, have a hard time recognizing abuse due to the traditional notion of **"victims" as hyperfeminine and passive**

(Guadalupe-Diaz & Jasinski 2017)
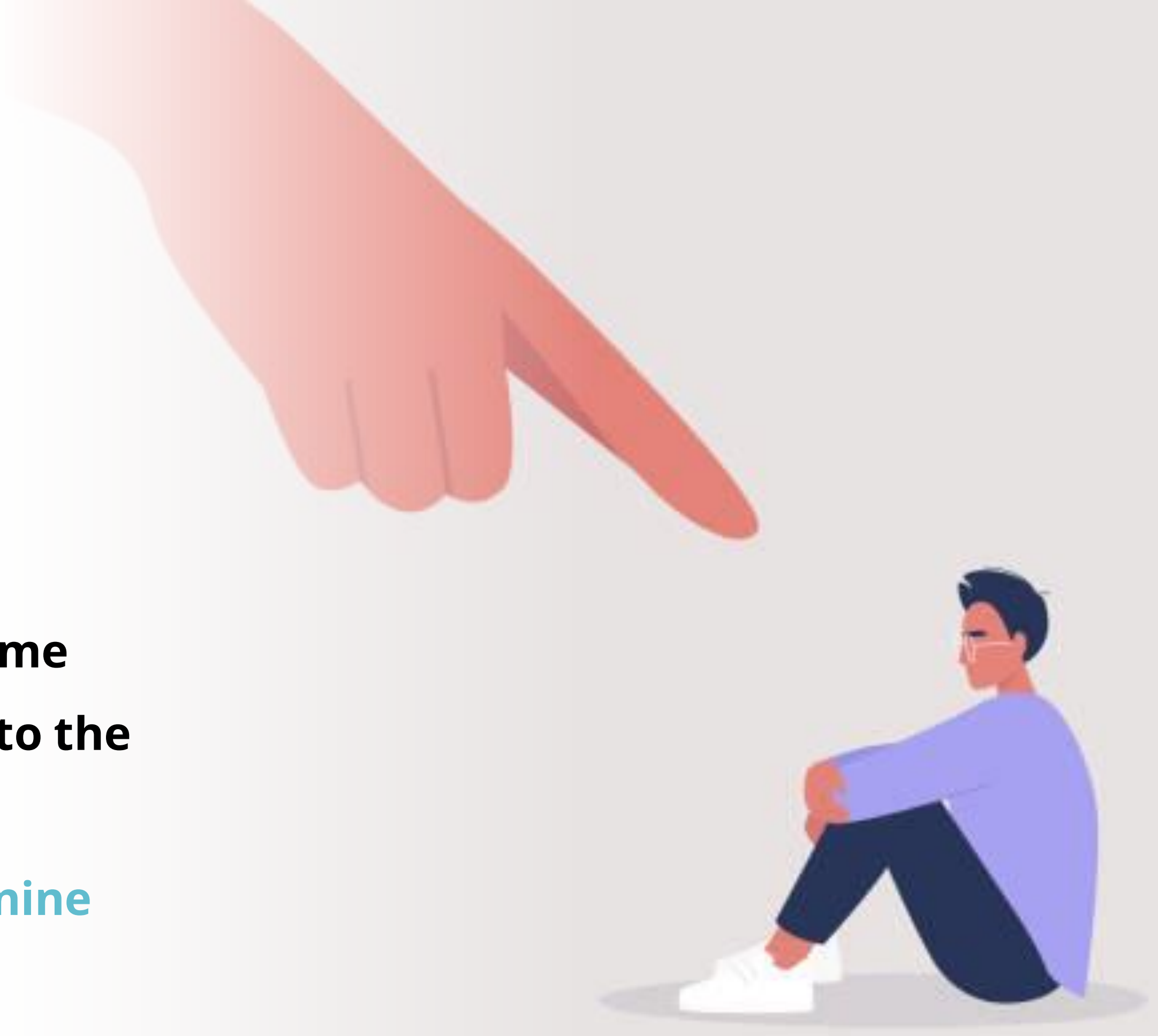
Challenges: Seeking Help

- **Abuse accompanied by isolation makes a person vulnerable to staying in the abusive relationship**

(Guadalupe-Diaz & Jasinski 2017)

Challenges: Seeking Help

- **Tight-knit nature of the 2SLGBTQIA+ community**

    - **Challenges with seeking help discreetly and leaving the relationship**

(Bornstein et al. 2006; munson & Cook-Daniels 2013)

Challenges: Lack of Trained Providers

"[Staff] reported a significantly greater need for knowledge to serve clients with diverse gender identities" (Sechrist et al. 2022)

"[S]ervice providers reported they had little or no training for LGBT+ IPV; however, almost 50% indicated in the past year helping 'sometimes' or 'often' LGBT+ individuals" (Ford et al. 2013)

1. General Needs Assessment

Environmental Scan

- **Guidelines, trainings, curricula, protocols, etc.**

Summary

- Trans and gender diverse population experiences unique forms of IPV at a high rate

- There are many barriers trans and gender diverse persons face to seeking help and accessing resources

- Few service providers have the necessary training in providing trans-affirming care to trans and gender diverse IPV survivors

- There are some educational resources for providers in the form of recorded webinars, informational sheets, infographics, etc.

- **There is a need for interactive, up-to-date training material for service providers on trans-affirming IPV care**

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2. Targeted Learning Needs Assessment

- Learning needs assessment survey drafted by drawing on:
  - Literature related to:
    - Curriculum development;
    - IPV in trans and gender diverse populations; and
    - Existing curricula, training, and resources on this topic
  - Research team expertise in curriculum development

    (Du Mont et al., 2018; Du Mont et al., 2020; Du Mont, Kosa & Macdonald, 2021; Du Mont, Kosa, Macdonald et al., 2017; Du Mont, Kosa, Yang et al., 2017; Kosa et al., 2020; Mason et al., 2020)

- Survey was piloted on July 19, 2022 in a meeting with the Education and Training Working Group
  - Members provided feedback
  - Research team revised survey

- Survey was launched November 10, 2022 and closed February 13, 2023

Sociodemographic Characteristics

Age group, in years (N=163)	n	%
18 - 24	5	3.1
25 - 34	45	27.6
35 - 44	48	29.4
45 - 54	52	31.9
55 - 64	12	7.4
Prefer not to disclose	1	0.6

Sociodemographic Characteristics

Gender
(N=163)

Cisgender Female; Woman (n=130) 79.8%

Cisgender Male; Man (n=8) 4.9%

Transgender and Gender Diverse (n=22) 13.5%

Prefer not to disclose (n=3) 1.8%
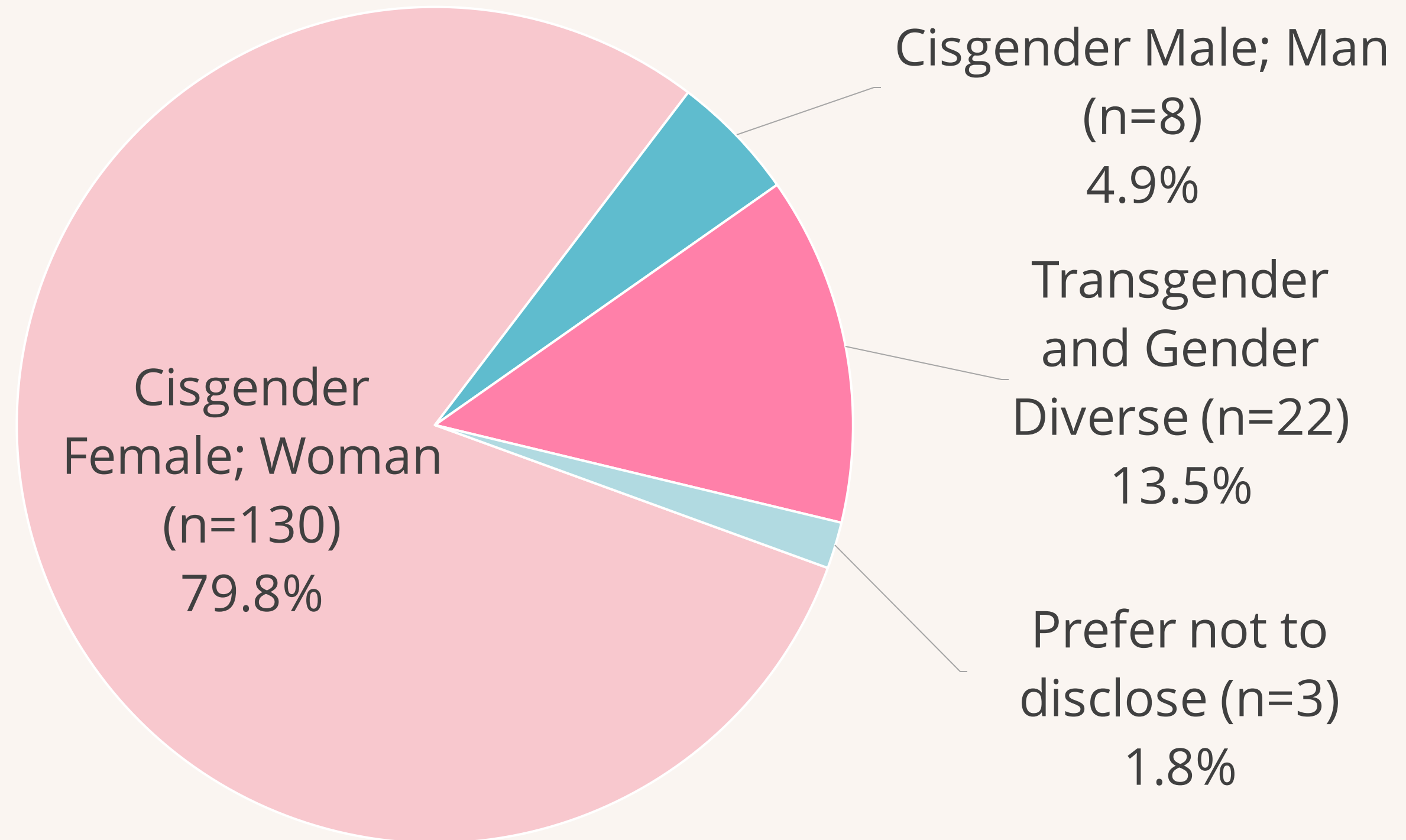
Sociodemographic Characteristics

Ethnicity/racial background* (N=163)	n	%
Black	14	8.6
East/Southeast Asian	9	5.5
Indigenous	11	6.7
Latino	5	3.1
Middle Eastern	2	1.2
South Asian	12	7.4
White	115	70.6
Other: 'Multiracial'	1	0.6
Prefer not to disclose	2	1.2

* Not mutually exclusive

Sociodemographic Characteristics

Highest level of education (N=163)	n	%
< High school	2	1.2
High school	1	0.6
College, community college, trade school (a diploma program)	16	9.8
Undergraduate degree (e.g., BScN)	72	44.2
Graduate or professional degree (e.g., MSW, PhD, NP, LLB, MD)	70	42.9
Other: Gestalt Diploma, Unspecified	2	1.2

Work Experience

Population primarily served (N=163)	n	%
Remote	4	2.5
Rural	14	8.6
Small town (between about 1,000 and 29,999 people)	7	4.3
Medium-sized city (between about 30,000 and 99,999 people)	40	24.5
Large city (between about 100,000 and 499,999 people)	47	28.8
Very large city (500,000+ people)	50	30.7
Other: 'provincial/national'	1	0.6

Work Experience

Experience as health/social service provider, in years (N=163)

- 16 to 20 (n=19) 11.7%
- 21+ (n=54) 33.1%
- 11 to 15 (n=27) 16.6%
- 6 to 10 (n=30) 18.4%
- 1 to 5 (n=31) 19.0%
- <1 (n=2) 1.2%
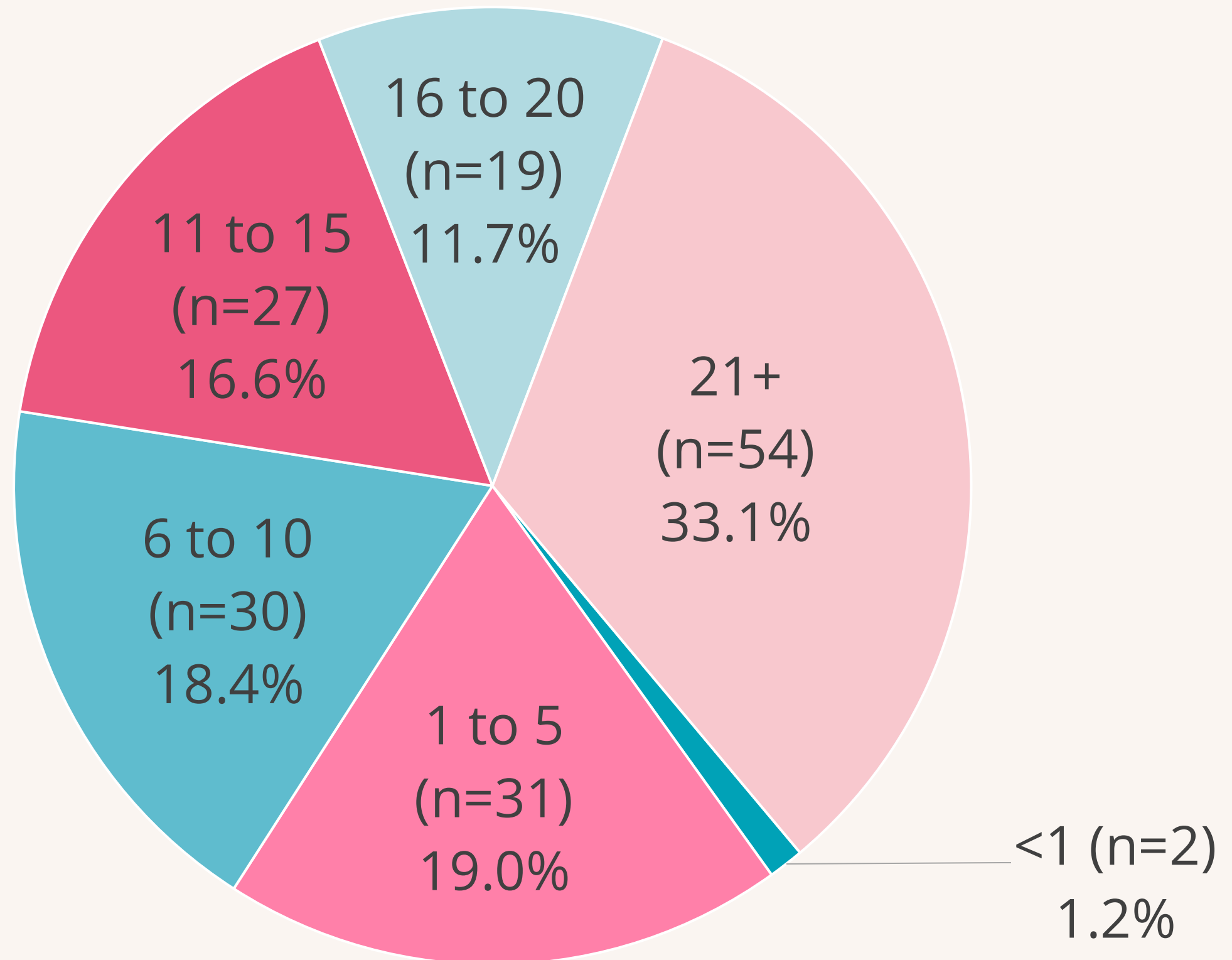
Work Experience

Experience supporting a trans or gender diverse client experiencing IPV (N=163)	n	%
Yes	108	66.3
No	55	33.7

Current role* (N=163)	n	%
Support staff	6	3.7
Coordinator	38	23.3
Educator	29	17.8
Frontline provider (including peer support workers, counsellors, outreach worker)	106	65.0
Manager	36	22.1
Executive	3	1.8
Volunteer	4	2.5

* Not mutually exclusive

Work Experience

Level of knowledge/expertise on supporting trans and gender diverse survivors of IPV (N=158)

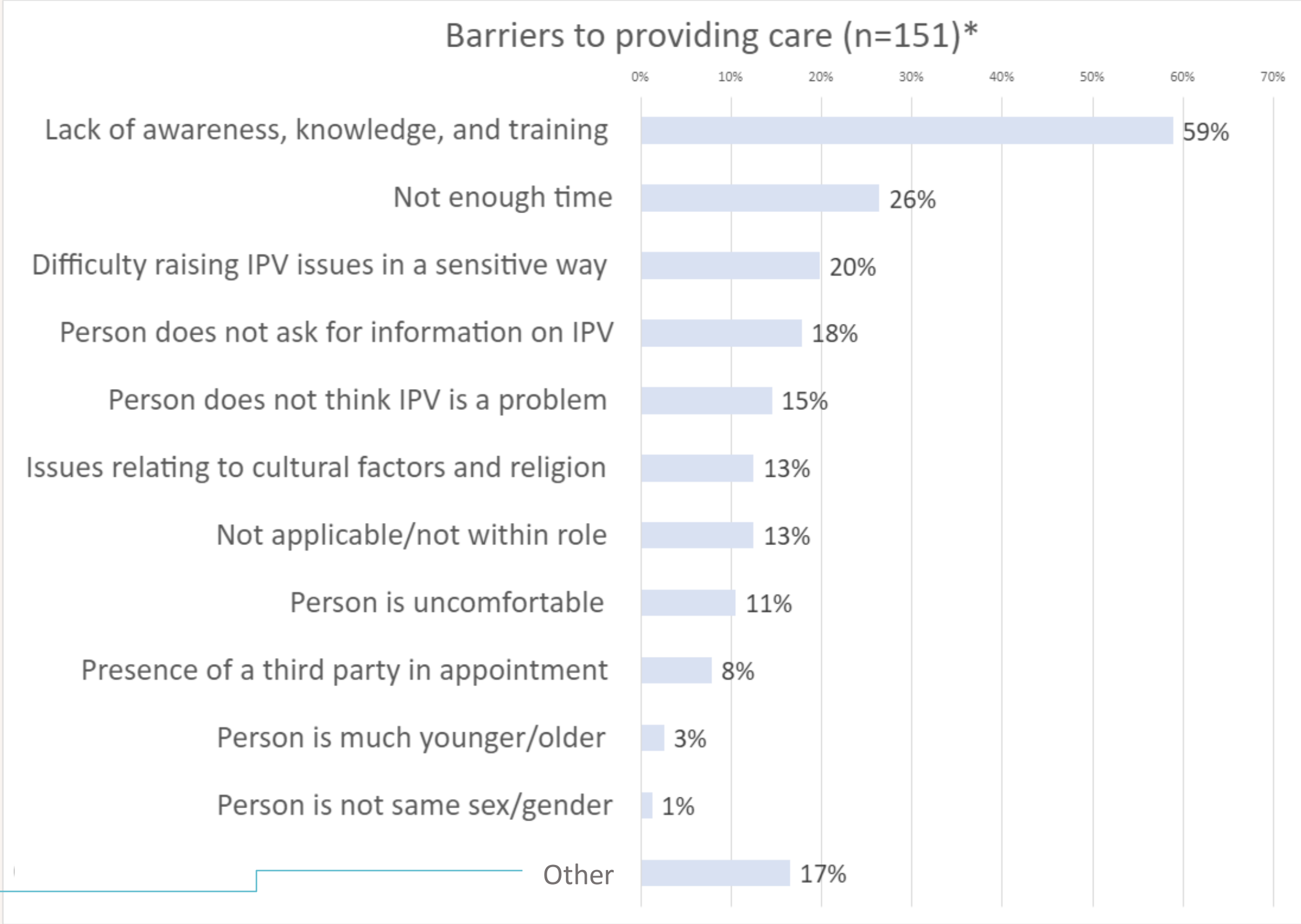# Barriers to Providing Care

Barriers to providing care (n=151)*

Barrier	Percentage
Lack of awareness, knowledge, and training	59%
Not enough time	26%
Difficulty raising IPV issues in a sensitive way	20%
Person does not ask for information on IPV	18%
Person does not think IPV is a problem	15%
Issues relating to cultural factors and religion	13%
Not applicable/not within role	13%
Person is uncomfortable	11%
Presence of a third party in appointment	8%
Person is much younger/older	3%
Person is not same sex/gender	1%
Other	17%

Other:
- No barriers (3%)
- No/few trans and gender diverse survivors of IPV presenting for care (9%)
- Structural and institutional barriers such as lack of organizational capacity, lack of welcoming environment (4%)
- Lack of outreach to community (1%)

* Not mutually exclusive

Previous Training

Previous training on IPV against trans and gender diverse persons (N=158)	n	%
Yes*	60	38.0
Community of practice	16	26.7
Community organization/group	24	40.0
Convention/conferences	18	30.0
Graduate education	8	13.3
Media/social media	9	15.0
Self-directed	27	45.0
Training through workplace	46	76.7
Undergraduate education	8	13.3
Workshop/webinar	17	45.0
Other: Lived experience	1	1.7

* Not mutually exclusive

Previous Training

| Previous training on IPV against trans and gender diverse persons (N=158)	n	%
No	98	62.0
Do not need to be trained	1	0.6
No time or opportunity	13	8.2
Not aware of any training	17	10.8
Training does not exist	58	36.7
Did not specify	9	5.7

* Not mutually exclusive

Previous Training

Training, in hours (N=55)	n	%
<1	2	3.6
1-5	21	38.2
6-10	11	20.0
11-15	2	3.6
16+	19	34.5

Training modality* (N=55)	n	%
In-person	28	50.9
Synchronous, online	51	92.7
Asynchronous, online	42	76.4

* Not mutually exclusive

Previous Training

Would benefit from (additional) training on supporting trans and gender diverse survivors of IPV (N=150)
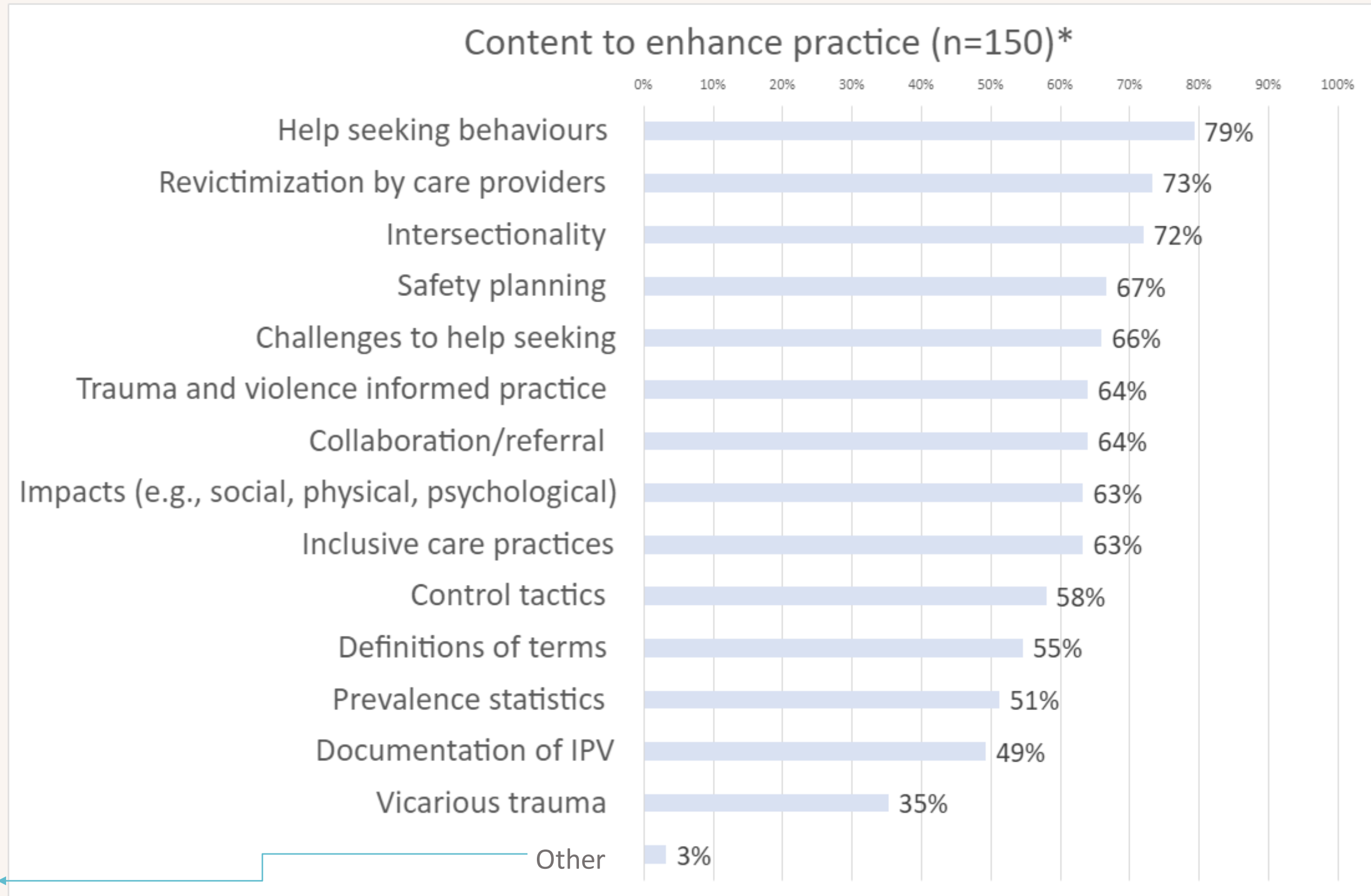
A lot (n=106)
70.7%

Somewhat (n=43)
28.7%

Not at all (n=1)
0.7%
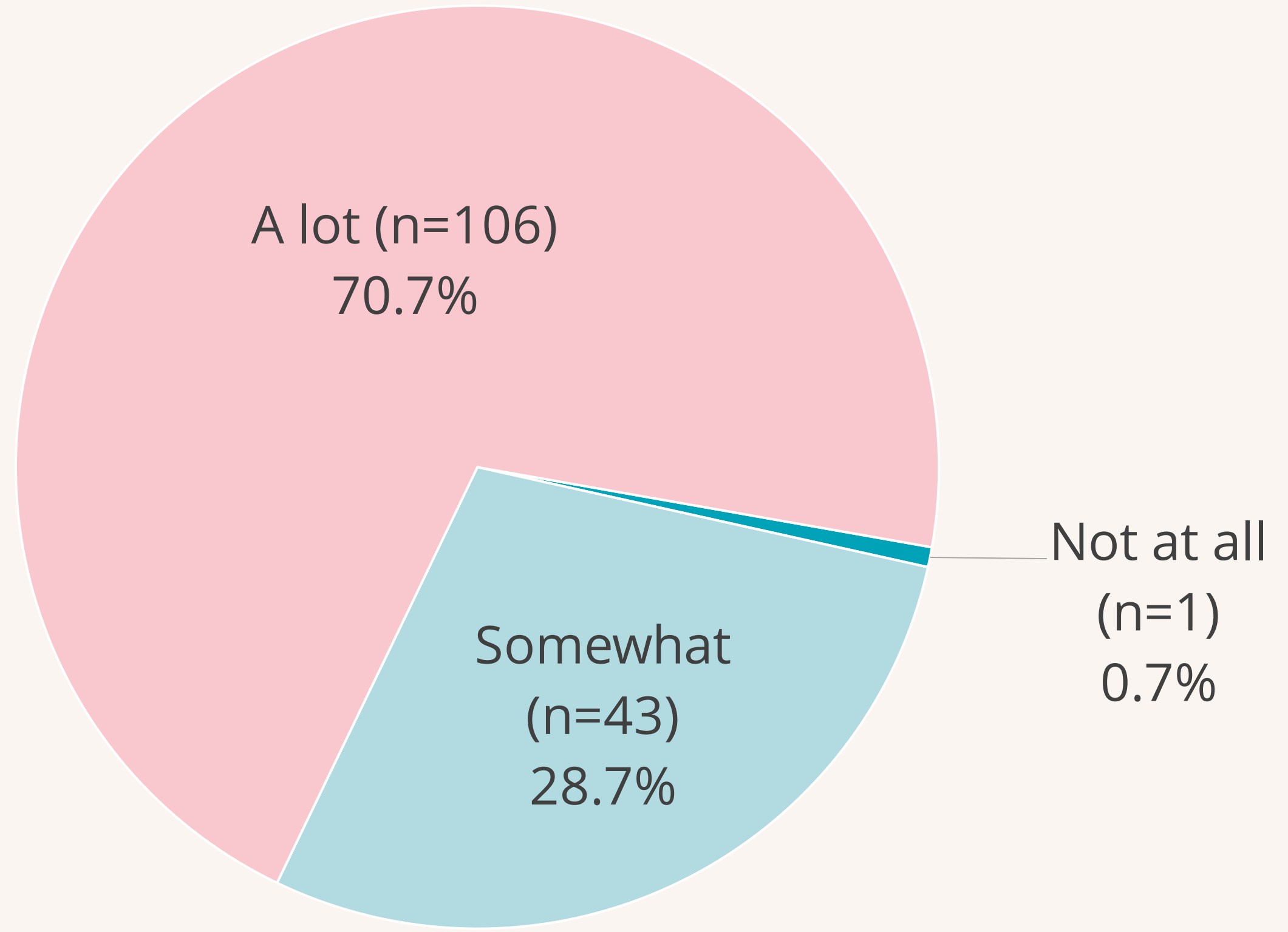
Previous Training

"I have supported non-binary and trans folks who have experience[d] IPV. ... I had to combine my knowledge of trauma treatment with my knowledge of supporting those in this community and make my best guess as to what sort of language and approach to use."

Resource Access

Accessed resources on supporting of trans and gender diverse persons who have experienced IPV (N=151)	n	%
Yes - on trans-LINK WebPortal only	18	11.9
Yes - on trans-LINK WebPortal, as well as other resources	31	20.5
Yes - other resources only	21	13.9
No	81	53.6

Content to Enhance Practice

Content to enhance practice (n=150)*

Content	Percentage
Help seeking behaviours	79%
Revictimization by care providers	73%
Intersectionality	72%
Safety planning	67%
Challenges to help seeking	66%
Trauma and violence informed practice	64%
Collaboration/referral	64%
Impacts (e.g., social, physical, psychological)	63%
Inclusive care practices	63%
Control tactics	58%
Definitions of terms	55%
Prevalence statistics	51%
Documentation of IPV	49%
Vicarious trauma	35%
Other	3%

Other (1 each):
- Available resources
- Policies and protocols
- Hormones
- Confidentiality, boundary setting, de-escalation
- Social Supports

* Not mutually exclusive

Workplace Practices

Training available on supporting trans and gender diverse survivors of IPV (N=158)	n	%
Yes	51	32.3
No	107	67.7

Adherence to specific guidelines/protocols on supporting trans and gender diverse survivors of IPV (N=151)	n	%
Yes	38	25.2
No	113	74.8
Do not follow guidelines/protocols that are available	3	2.0
Unaware of guidelines/protocols being available	103	68.2
No such guidelines/protocols	7	4.6

6-step Approach for Curriculum Development

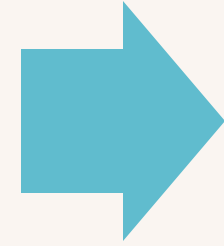|		
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(Chen et al. 2019)

3. Determination of Goals and Objectives

Jamboard Data Collection
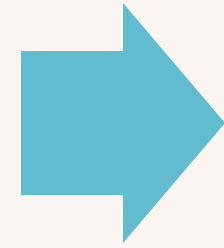
Next Steps

1. Problem Identification & General Needs Assessment → **2. Targeted Learning Needs Assessment** → **3. Determination of Goals and Objectives**

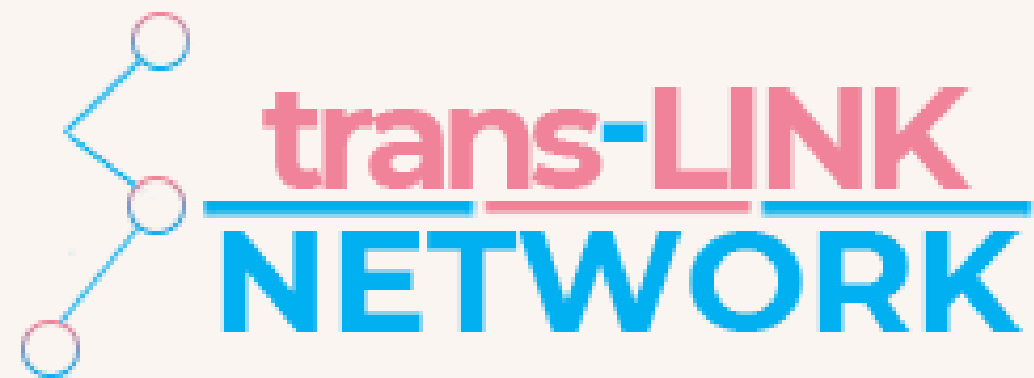↓

6. Evaluation & Feedback ← **5. Implementation** ← **4. Educational Strategies**

(Chen et al. 2019)

Questions & Comments

Thank you for joining us today!

trans-LINK NETWORK

https://www.translinknetwork.com

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