



# What We Don't See

*Raising Awareness of issues that affect young people exploring their sexuality and gender identity*

# Training Report 2007



The Queensland Association for Healthy Communities Inc and Open Doors Youth Service Inc would like to acknowledge the support provided to the *What We Don't See* Training Project 2006-2007 from:

Liz Barber, Family Planning Queensland, Brett Stevens, QAHC, Susan Murray, Queensland Health, Chris MacIntyre, Michelle Ackerman, Leisa Brandon, Nerida Ackerman, all the young people involved in the Open Doors DVD project, QAHC administration staff Jan Thwaites and Blake Gibson.

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## **1. Executive Summary**

The *What We Don't See* state wide training was an ambitious collaborative project with the Queensland Association for Healthy Communities Inc (QAHC) and the Open Doors Youth Service Inc (Open Doors). The training project aimed to raise awareness of the social pressures, health outcomes and barriers to accessing support that young people, either identifying as lesbian, gay, bisexual or transgender (LGBT) or questioning their sexuality and/or gender identity, experience. The training was targeted at health and health-related service providers throughout Queensland.

The workshop originated from a collaborative Pilot training project with service providers on the Gold Coast. The coordination and funding for the state wide training project was then provided by QAHC's LGBT Health Systems project. The workshop was altered to provide a more intensive focus on providing inclusive service provision to LGBT clients. Open Doors collaborated with the LGBT Health Systems project to fund one of the training facilitators position and bring to the project their experience with working directly with LGBT young people. The project undertook a three stage evaluation process to monitor the success and achievements of the training workshops.

Training workshops were held between October and November 2006, in Cairns, Townsville, Mackay, Rockhampton, Bundaberg, Toowoomba, Maroochydore, Cleveland, Ipswich, two in Brisbane and another workshop in Roma in 2007. In total 306 participants, primarily youth, health, welfare and mental health workers, attended the workshops. Ninety percent of participants considered that the level of content in the workshop was 'just right', with 89% of participants indicating that their expectations for the training were met 'well' or 'very well'.

Before attending the training 56% of the participants had contact with LGBT clients on a regular basis (daily to monthly), although only 24% of participants had any training in sexuality issues and a further 15% had training in gender identity issues over the last two years. Significant shifts in participant's knowledge and confidence levels to address LGBT issues with clients were noted after the workshops. After the training the post-workshop evaluations revealed that participants indicating high levels of knowledge and confidence in addressing a series of LGBT issues had more than doubled in comparison to these levels in the pre-training evaluation.

Again in the post-training evaluation, conducted 3-4 months after the training workshops, 50% of participants indicated that the training had greatly increased their confidence levels to work with LGBT clients. Twelve percent of respondents also considered that the increase in confidence to address these issues had also increased their frequency of working with LGBT clients. Over half of the respondents in the post-training evaluation indicated that they had distributed information from the training and the training resources to other staff members and used information from the training to make their service environments more inclusive for LGBT clients. Six respondents also indicated they had conducted further in-service sexuality and gender identity training in their own services.

All training participants have been linked into QAHC's LGBT Health and Community networks and continue to receive regular information on LGBT health issues and community projects, including current research, resources and further training opportunities.

## **2. Introduction to *What We Don't See* Training Project**

The *What We Don't See Training: Raising awareness of issues that affect young people exploring their sexuality and gender identity* was a collaborative project with the Queensland Association for Healthy Communities Inc (QAHC) and Open Doors Youth Service Inc (Open Doors). Eleven training workshops were held throughout Queensland between October and November 2006. Workshops were held in Cairns, Townsville, Mackay, Rockhampton, Bundaberg, Toowoomba, Maroochydore, Cleveland, Ipswich, two in Brisbane and another in Roma in 2007.

The partnership between QAHC and Open Doors aimed to bring together the practical skills, knowledge and resources of the only two funded lesbian, gay bisexual and transgender (LGBT) organisations in Queensland. Open Doors expertise in working with LGBT young people and their families provided an opportunity for the project to provide first hand experiences of addressing sexuality and gender identity issues with young people. QAHC's LGBT Health Systems Project was able to provide the funding, organizational support and further training resources for the delivery of the workshops on a state wide basis. The partnership also provided an invaluable opportunity to promote both LGBT organisations throughout the State.

QAHC's LGBT Health Systems Project is funded by the Queensland Health Communicable Diseases Branch to identify and address barriers LGBT people experience accessing health services and improving health outcomes. The project's 2005 state wide community consultation identified the lack of knowledge of sexuality and gender identity issues as one of the major barriers that LGBT people experience when accessing health services and disclosing their sexuality and gender identity to service providers. Since 2005 the project has developed and delivered sexuality and gender identity training workshops for health and health-related service providers. The training projects have addressed the connection between social pressures related to sexuality and gender identity, such as isolation, discrimination and heterosexism, with the patterns of health outcomes and barriers to accessing health services for LGBT people.

Open Doors is funded through the Commonwealth Reconnect program as an early intervention youth homeless service for young people, 12-18 years of age in the greater Brisbane area, exploring, questioning or identifying as an LGBT person and the families of these young people. This service provides counseling, family support and mediation, as well as a weekly drop in space to assist breaking down the social isolation young LGBT people experience and build peer support networks. Open Doors also provides community education and training to services across Southeast Queensland to raise awareness, networks and capacity to respond to young LGBT people's needs.

### **2.1 The history behind the *What We Don't See* project**

In 2006 a Gold Coast LGBT working group was formed to address the gaps in support for LGBT young people in the Gold Coast and Logan areas of South East Queensland. The group consisted of Liz Barber, Family Planning QLD, Brett Stevens and Hilary Knack, QAHC and Chris MacIntyre and Michelle Ackerman, Open Doors and Suzanne Murray, Southern Zonal Sexual Health Coordinator QLD Health. A Youth Sector consultation was held on the Gold Coast in October 2005 to identify how to support youth workers address LGBT issues.

The consultation identified the need for further training and education on LGBT young people's issues by service providers.

A pilot LGBT Youth Awareness training workshop was collaboratively developed by the Gold Coast LGBT working group and successfully presented in the Gold Coast and Logan in June 2006. A total of 36 training participants were involved, providing extremely positive feedback regarding the content and format of the training workshop. The training workshops were funded by QAHC with the agreed intention to deliver the training on a state wide basis.

## **2.2 Aim of the training project**

The training aimed to raise awareness of the health outcomes and social pressures that young people experience when exploring their sexuality and gender identity or identify as LGBT. The training sought to connect the impact of social pressures, such as isolation, discrimination and heterosexism, with prevalent risk factors and health patterns of LGBT young people. Identifying barriers to accessing support and disclosing sexuality and gender identity issues aimed to provide service providers with an awareness of providing a culture of inclusive service provision to LGBT young people and mechanisms to facilitate this change.

## **2.3 Rationale for the State wide Training**

The project focused upon delivering training throughout regional Queensland. The development of the state wide project recognised the increased social isolation and social stigma attached to sexuality and gender identity in regional and remote areas. The *Writing Themselves in Again: The second national report on the health and wellbeing of same sex attract young people in Australia 2005* also highlighted the lack of education and support for young people questioning their sexuality in schools and the general community. The report especially noted the lack of sexual health education available for same sex attracted young people, the increased rates of sexually transmitted infections and early initiation into sexual practices for this group compared to their heterosexual peers. These issues are also compounded for LGBT young people in regional areas.

Research indicates that LGBT people in regional areas are generally less visible, have less access to LGBT support structures, networks and peer groups than LGBT people in metropolitan areas. This increases the reliance of LGBT young people on access to mainstream support services in regional areas and the necessity for service providers to be aware, informed and inclusive of sexuality and gender identity issues that affect young people.

## **3. Development of the State wide Training Project**

Ms Michelle Ackerman was subsequently hired by QAHC's LGBT Health Systems project as the first training facilitator for the project. Open Doors Inc provided the in-kind services of the second training facilitator, Ms Leisa Brandon, to continue the collaborative work on the youth specific training project. Both training facilitators were consulted and involved in restructuring the original workshop for the state wide project.

The workshop was altered to focus more directly on the delivery of inclusive service provision and its impact upon LGBT young people. Ms Ackerman and Ms Hilary Knack, LGBT Health Systems senior project officer, expanded the content of the original workshop. Open Doors

Inc developed an LGBT Young Persons DVD that was shown during the training to provide perspectives from LGBT young people on sexuality, gender identity and support. This replaced the young person's panel used in the original pilot training.

QAHC was also able to provide administrative assistance for the publicity, registration process and logistical organisation of the training workshops.

### **3.1 Training locations in Queensland**

The training project concentrated on delivering workshops in regions that have limited support structures for LGBT young people as well as regions that have been working towards projects to support LGBT young people. QAHC also aimed to provide training in regions where previous sexuality and gender identity training workshops had not been held such as Cairns, Mackay, Toowoomba, the Sunshine Coast and Cleveland. The training locations and training schedule was finalized in consultation with the training facilitators, Open Doors and the LGBT Health Systems Senior Project Officer.

### **3.2 Publicity strategy**

Publicity for the North Queensland workshops started on the 4<sup>th</sup> of September and publicity for the workshops in South East Queensland followed on the 25<sup>th</sup> of September. This ensured that service providers had at least seven weeks notice to register for the training in each area. Publicity relied upon the distribution of email publicity fliers. A publicity database was established for each region comprising of youth inter-agencies, youth services, community based services, community health, sexual health and staff development officers in local hospitals. The training was also promoted through Queensland's Reconnect funded organisations.

A total of 248 individual services were contacted and emailed throughout the state. Further distribution of publicity was assisted by the State wide coordinators of the School Based Youth Health Nurses, School Guidance Officers, LGBT QLD Police Liaison Officers, regional Youth Inter-agencies, sexual health zonal coordinators, QAHC staff and Open Doors. Publicity relied heavily on the assistance of services to further distribute the publicity fliers that were sent out.

### **3.3 Budget evaluation**

The original budget for the training project had been estimated at \$12 500. However the budget was exceeded due to the larger than expected number of training participants involved in the project. Due to the increased number of training participants the expenses for catering, venue hire and resource publications exceeded the original budget. QAHC also hired an industry standard coloured printer to reduce the cost of printing training resources. Refer to Appendix one for a break down of the main training expenses and approximate cost for each training participant.

### **3.4 Evaluation process of the *What We Don't See* training workshop**

Participants were asked to complete three separate evaluation forms, a pre-training evaluation, a post-workshop evaluation and a post-training evaluation 3-4 months after the workshop had been conducted.

The pre-training evaluation sought to identify the reasons why participants wanted to undertake the workshop, frequency of LGBT clients, access to LGBT resources and the self-rated knowledge and confidence levels of the participants in addressing sexuality and gender identity issues before the training took place. Refer to Appendix Three.

The post-workshop evaluation sought to identify whether the workshop had fulfilled the participants expectations and the quality of the training facilitation, the training content and the pre-training resource materials. This evaluation also identified the knowledge and confidence levels of participants in addressing sexuality and gender identity issues after the training. Refer to Appendix Four.

The pre-training and post-workshop evaluations were used to identify the shift in knowledge and confidence levels in working with LGBT clients after the training had been completed. The post-training evaluation sought to identify if the training had an impact upon service providers work practices and policy formation in their organisations. This evaluation also sought to identify if information from the training had been distributed to other staff members and if training resources were being used in their work environments. This evaluation was conducted online and emails were sent to training participants requesting their involvement. Refer to Appendix Five.

#### **4. Description of the What We Don't See Workshop**

The workshop was broken into three sections. The first section addressed LGBT identities and participants/societal values related to sexuality and gender identity, section two addressed social pressures and health outcomes experienced in the LGBT community and section three addressed inclusive service environments and service provision to the LGBT community.

The first section of the workshop aimed to explore the formation of sexuality and gender identity and how values related to sexuality and gender identity inform and impact upon LGBT people's life experiences. This session also addressed labeling and identifying in relation to sexual orientation and gender identity for LGBT young people. Finally the values, myths and stereotypes related to young people's sexuality and gender identity were explored with participants.

The second session presented information on both the social pressures related to exploring sexuality and gender identity for young people and patterns of LGBT health outcomes. The session relied heavily upon research content and discussions within the group rather than interactive activities. The session aimed to raise awareness of the coming out process, the impacts and different forms of homophobia and transphobia, interlinking these social pressures to the mental and sexual health outcomes experienced by many LGBT young people.

The third session focused upon raising awareness of some of the barriers LGBT young people experience in attempting to access services and address sexuality and gender identity issues. The session also explored the existence and impact of heterosexism within service provision, the affects of breaches of confidentiality for LGBT young people generally and how to provide a safe space for young people to disclose sexuality and gender identity issues.

This session provided mechanisms to address some of the barriers to accessing services and also provided information on available resources and services that support LGBT young people and service providers working with this target group.

Refer to Appendix Two for a break down of each session outline. Go to the QAHC website to access the *What We Don't See* Training package via [www.qahc.org.au/training](http://www.qahc.org.au/training)

## **5. Training Facilitators Experiences**

### **5.1 Homophobia and challenging participants**

The facilitation process encouraged participants to challenge their own beliefs and values and how these impact on their work practices in relation to LGBT young people. The process employed by the facilitators included:

- Engaging participants to create a safe environment for them to explore the above issues;
- Engaging a critical but non-judgmental approach to statements made by participants, while they were engaged in activities;
- Allowing other participants to challenge homophobic statements, thoughts or concepts in a safe and respectful manner;
- Encouraging participants to explore homophobic ideas and the foundation of these values;
- Participants were lead/supported in an attempt to assist them to identify with the experiences of LGBT young people as opposed to obtaining theoretical knowledge of homophobia and the impact this has on LGBT young people in a holistic sense;
- Addressing homophobic issues immediately and in context of the discussion, through the provision of real life examples highlighting the experiences and subsequent impacts for young people;
- Exploring homophobic comments, thoughts and concepts was encouraged and discussed thoroughly up until the point where facilitators believed that the exploration became too disruptive or stagnant. At this point individuals were encouraged to continue the discussion with facilitators during breaks, to ensure the homophobic response was addressed in an effective and appropriate fashion.

It is essential that facilitators are skilled in conflict resolution and have an ability to diffuse potentially volatile situations in a manner that is respectful and productive for all participants. It is also interesting to note, that during the training some participants personal situations were highlighted, leaving them feeling quiet vulnerable and sometimes distressed. These situations required additional intervention and support from the facilitators, to allow them to stay focused on the training and also assist them to utilize their new understanding in their personal lives.

### **5.2 Working with homophobia in workshops**

The mechanisms employed to create a healthy environment for facilitator's included:

- Being aware that homophobic statements and concepts would be shared throughout the workshops, particularly when the focus of the training was to challenge these concepts;
- Being aware of the individual facilitators own experiences of homophobia and strategies to separate these from the professional arena;

- Employing the above process for working with homophobia in workshops;
- Debriefing with co-facilitator in a formal and informal manner.

## 6. Demographics of the training participants

### 6.1 Number of training participants

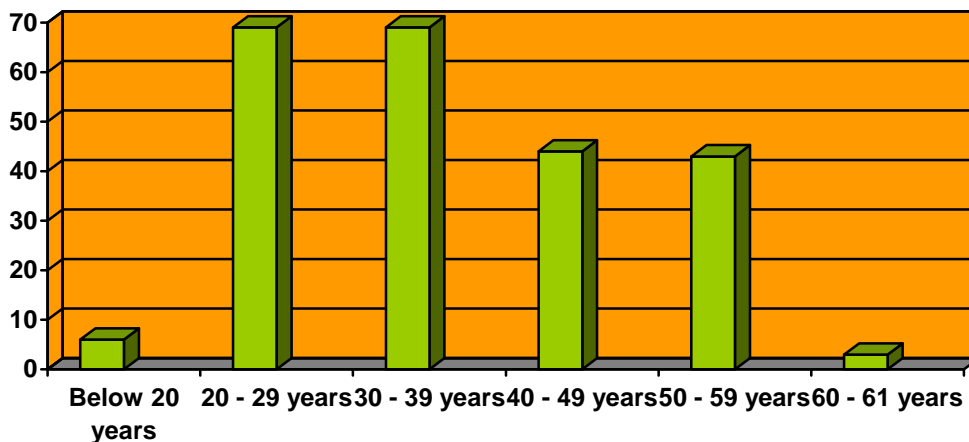
368 people registered to attend the workshops, with all but two workshops completely booked out. However a total of 306 participants participated in the 11 workshops conducted throughout the state. Thirty-five participants attended the Cairns workshop, 22 in Townsville, 22 in Mackay, 31 in Rockhampton, 30 in Ipswich, 24 in Toowoomba, 30 in Maroochydore, 19 in Cleveland, 22 in Bundaberg, 35 in the first Brisbane workshop and 30 people in the second Brisbane workshop and 6 in Roma.

The following data has been compiled from the 261 post-workshop evaluation forms completed after the training workshop.

### 6.2 Age and gender of participants

Eighty-four percent (N=232) of the participants were female with only 16% (N=44) of participants being male. The evaluation failed to identify whether participants identified as LGBT or heterosexual. The age of training participants ranged from 18 – 61 years of age. Graph 1 shows the range of the training participant's ages attending the training.

**Graph 1: Age of Training participants**



### 6.3 Field of work of training participants

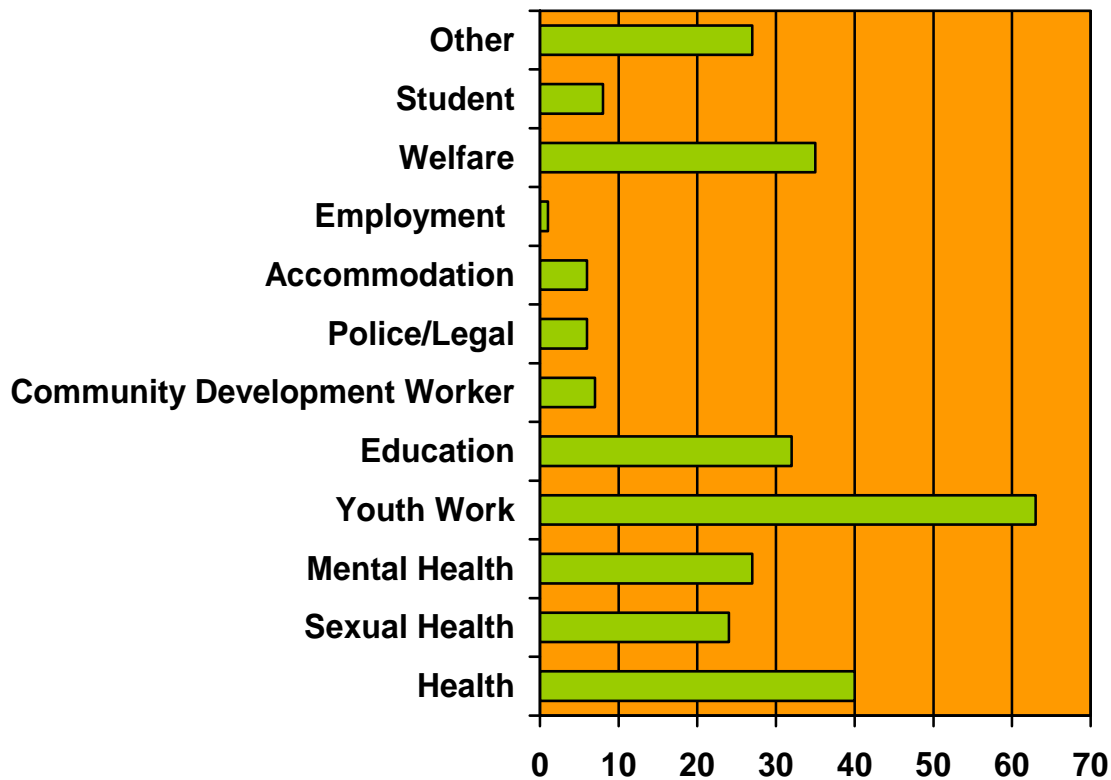
The majority of participants worked within the youth (N=63), health (N=40), welfare (N=35), sexual health (N=26) and mental health sectors (N= 25). Graph 2 shows the field of work participants came from.

### 6.4 Where training participants came from in Queensland

Many participants traveled from surrounding areas to attend the training workshops. One participant in the Brisbane workshop traveled as far as the Australian Capital Territory to attend the training.

In Far North Queensland participants traveled from Innisfail, Atherton, Mareeba, Malanda, Charters Towers and Proserpine to attend the workshops. In the central coast and south east Queensland workshops participants traveled from Boonah, Fernvale, Laidley, Kingaroy, Hervey Bay, Warick, Stanthorpe, Inverlaw, Beerwah, Tewantin, Gympie, Meldale, Maryborough, Pinalba, Childers, Charleville, Dalby and Chinchilla to attend the workshops. The Rockhampton workshop had the most participants from surrounding areas with participants traveling from Mt Pleasant, Clermont, Emerald, Yeppoon, Woorabinda, Frenchville, Gladstone and Allenstown to attend.

**Graph 2: Field of work of the training participants**



## **7. Participant's pre-training evaluation**

The following data has been compiled from the 236 completed pre-training evaluations. Some discrepancies in the statistics may appear due to incomplete questionnaires.

### **7.1 Reasons for attending the training**

Training participants were asked in to identify why they wanted to attend this training workshop. The top three responses noted that training participants wanted to;

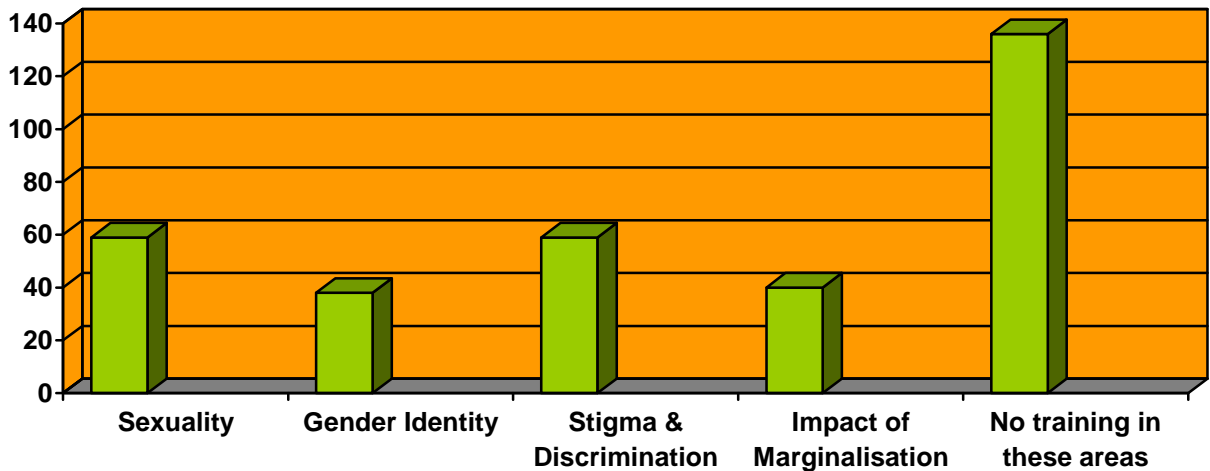
1. Increase their knowledge of sexuality and gender identity issues;
2. Have had or have clients with sexuality issues;
3. Wanted a greater understanding of the impact of sexuality and gender identity on the health and wellbeing of LGBT people.

### **7.2 Previous training and education of training participants**

Participants were asked to identify if they had received training or education on sexuality issues, gender identity issues, stigma and discrimination, impact of marginalization or no training in any of these areas within the last two years. Graph 3 shows the amount of participants who have undertaken this training in the last two years. However the categories for sexuality and gender identity training were not defined to specifically refer to same sex attraction or transgender issues respectively. As a result the data may not accurately reflect the training or education on sexuality or gender identity issues that relate to the LGBT community.

Twenty-four percent (N=59) participants indicated they had received training on sexuality issues, 15% (N=38) of participants had received gender identity training, 24% (N=59) of participants had received training on stigma and discrimination and 16% (N=40) of participants had received training on the impact of marginalisation in the last two years. However 55% (N=136) of participants indicated they had not received any training in these areas in the last two years.

**Graph 3: Number of Training participants that have received training in the last two years**



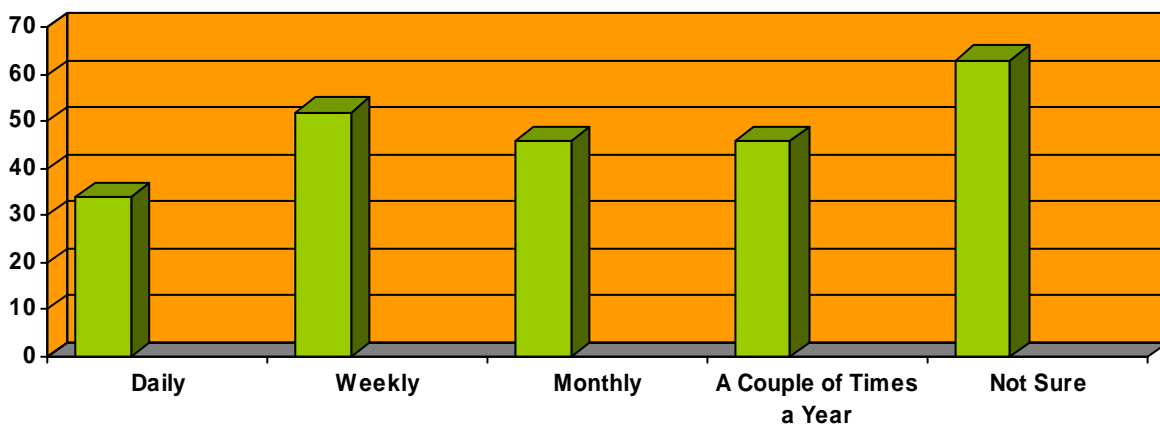
### 7.3 Frequency of LGBT clients

Participants were asked to indicate how often they worked with LGBT young people. It should be noted that this question demands the respondent to already have either an informed awareness of LGBT identities to be able to identify or assume a young person's sexuality or gender identity, or that the young person's LGBT identity has been disclosed to the respondent. Graph 4 shows the number of participants who work with LGBT young people and the frequency of these clients.

Fourteen percent (N=34) of participants identified they worked with LGBT young people on a daily basis, 22% (N=52) identified they worked with LGBT young people on a weekly basis, 19% (N=46) considered they worked with LGBT young people on a monthly basis, 19% (N=46) considered they worked with LGBT young people a couple of times a year and 26% (N=63) were not sure how often they worked with LGBT young people.

From the pre-training evaluation 56% (N=132) of the participants worked with LGBT young people on a regular basis, ranging from daily to monthly contact.

**Graph 4: Frequency of service providers that have LGBT young people as clients**

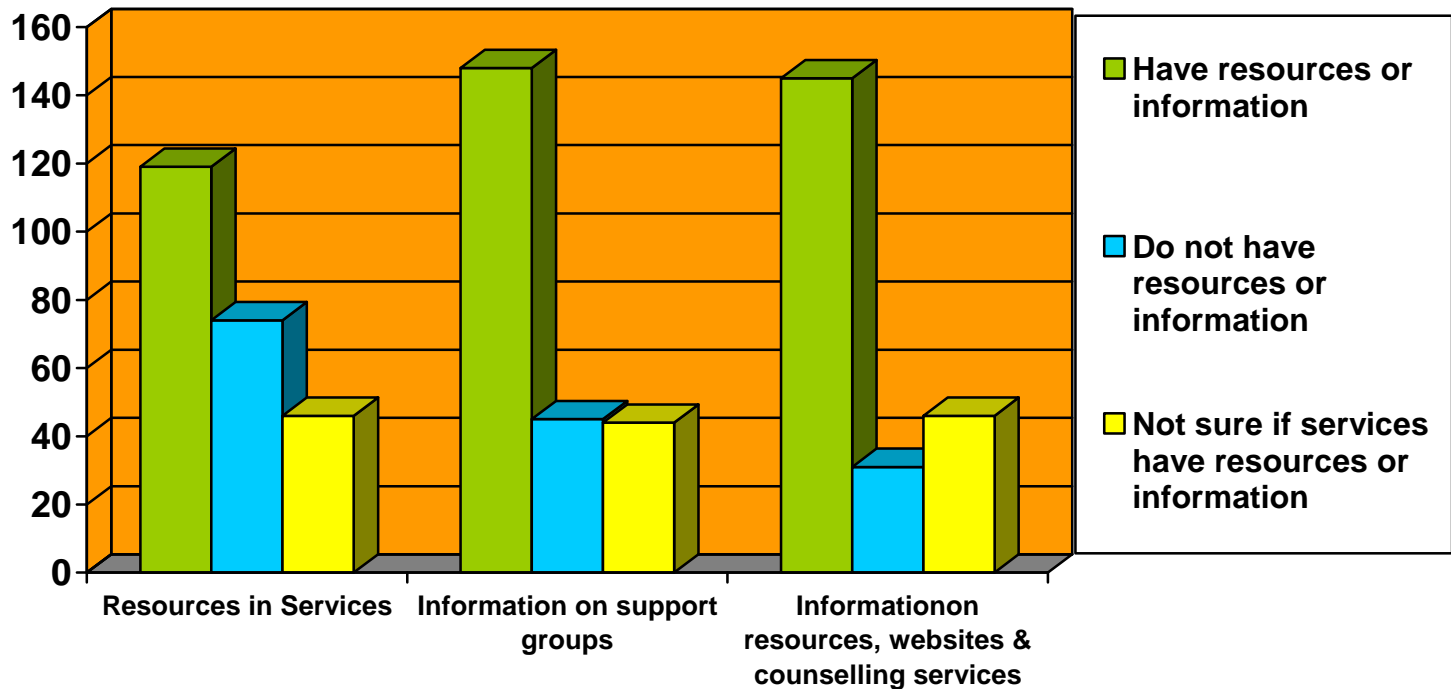


### 7.4 Resources, information and referrals for LGBT young people in services

Participants were asked to identify if their workplace provided resources on sexuality or gender identity issues, information on LGBT support groups and networks and information on available resources, websites and phone counseling services for the LGBT community. Graph 5 shows a summary of the participants who indicated the accessibility of this information in their workplace.

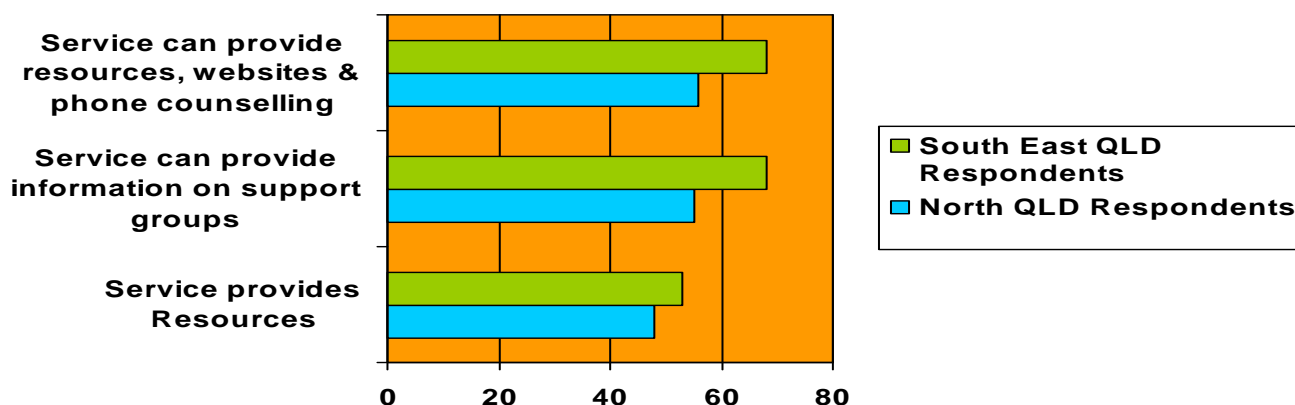
Fifty percent of participants (N=119) identified that their work place provided resources on sexuality and gender identity issues, 31% (N=74) considered they did not and 19% (N=46) were not sure. Sixty-two percent of the participants (N=148) considered they were able to provide information on local LGBT support groups and networks for LGBT people, 19% (N=45) did not consider they were able to and another 19% (N=44) of participants were not sure. Sixty-six percent of participants (N=145) considered they were able to provide information on LGBT resources, websites and phone counseling services to support LGBT young people, 14% (N=31) of participants were not able to provide this information to clients and 21% (N=46) of participants were not sure.

**Graph 5: Training participants access to resources, websites and support groups addressing sexuality and gender identity**



The data collected from the north Queensland pre-training evaluations (Cairns, Townsville, Mackay and Rockhampton) did not vary greatly to the data from the south east Queensland workshops ( Brisbane, Ipswich, Cleveland and the Sunshine Coast) in regard to the accessibility of resources in services, knowledge of local support groups or available resources, websites and phone counseling services. Refer to Graph 6 for a comparison of the north Queensland participants and the south east Queensland respondents.

**Graph 6: Comparison of availability information in south east and north Queensland services**



## 8. Evaluation of the training workshop

The following data has been compiled from the 261 completed workshop evaluation forms collected from the training participants. Slight discrepancies may appear in the statistics due to uncompleted evaluation forms.

### 8.1 Pre-training reading materials

Participants were asked to indicate if the content of the LGBT fact sheets that were distributed as the pre-reading training materials was too basic, just right or too advanced. Ninety-six percent (N=250) of participants considered that the content level was 'just right'. The same percentage of participants indicated that the length of the fact sheets was also 'just right' when asked to identify if the reading materials had been too short, just right or too long.

### 8.2 Level of content in the training and participants expectations of the workshop

Participants were asked to indicate if the level of content in the training workshop had been too basic, just right or too advanced. Nine percent (N=24) of participants indicated the content had been 'too basic', 1% (N=2) of participants indicated that it was 'too advanced' and 90% (N=232) of participants indicated that the content level was 'just right'.

Participants were also asked to indicate if their expectations of the workshop had been very poorly met, poorly met, moderately well met, well met or very well met. Eighty-nine percent (N=223) of participants considered that their expectations were 'very well' to 'well met'. Twelve percent (N=32) of participants considered their expectations had been 'moderately well met', with only 1% (N=4) of participants considering that the workshop had 'poorly met' their expectations.

However the training facilitators considered that a high proportion of participants voiced their concern that the content of the workshop was too basic throughout the training program. However the evaluation results do not reflect these statements. A large number of

participants indicated that they were expecting a more in-depth therapeutic training package and were disappointed in the actual content. While the content may not have addressed the key issues some participants wanted, all participants were vocal in their ideas, thoughts and work practice strategies and were enthusiastic to share these with the group within the workshops.

### **8.3 Quality of facilitation**

Participants were asked to indicate if the quality of training facilitation was very low, low, moderate, high or very high. Eighty-nine percent (N=221) of participants considered that the training facilitation was of a 'very high' to 'high' standard with another 11% (N=28) of participants considering the facilitation of the training was of a 'moderate' standard.

## **9. Pre-evaluation and post-workshop evaluation of confidence and knowledge levels.**

Participants were asked to self-rate both their knowledge levels of various LGBT issues and their confidence levels in working with LGBT clients to address these issues, in both the pre-training evaluation and the post-workshop evaluation. Refer to Graph 7 and Graph 8 for a summary of the shift in participant's self-rated confidence and knowledge levels from the pre-training to the post-workshop evaluations. Participants self-rated both knowledge and confidence levels in relation to LGBT identities; coming out; sexuality; gender identity; LGBT sexual health; LGBT mental health and social pressures related to sexuality and gender identity.

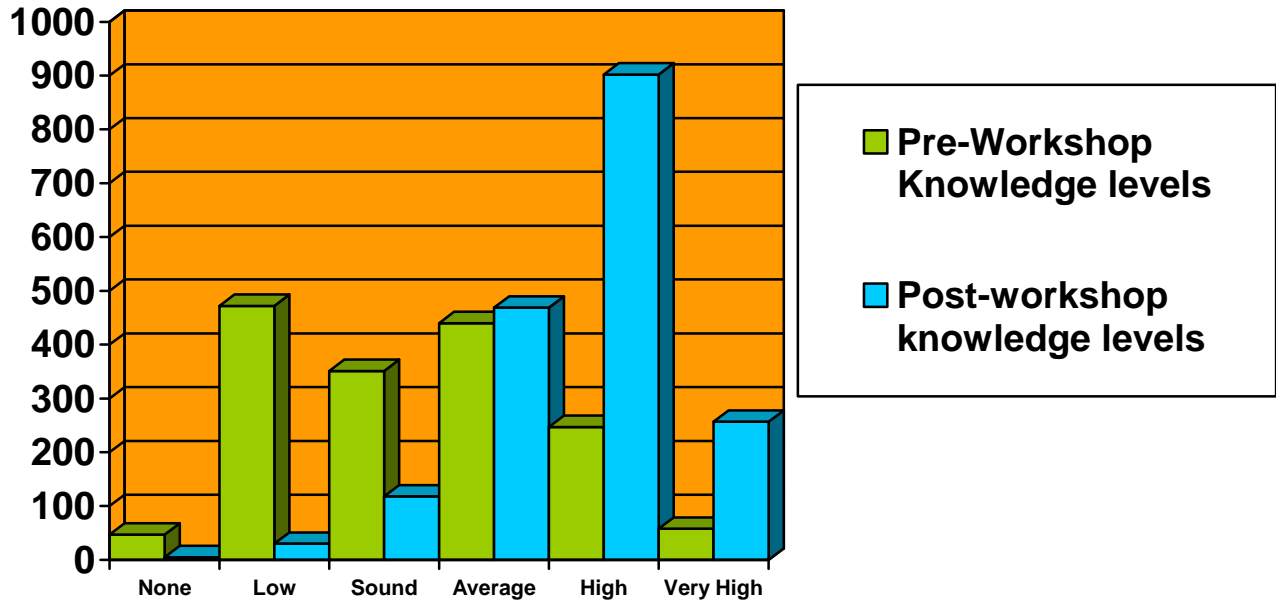
The data shows that the number of participants that identified as having a high level of both confidence and knowledge levels of LGBT issues at least doubled in all areas after the training workshop. The shift in knowledge and confidence levels is evident in the self-rated evaluations. However this shift was also prevalent to the training facilitators during the workshops, when participants undertook experiential learning exercises and the dissemination of information. Participants willingly challenged their own heterosexist and homophobic beliefs, as well as the views of other participants, during the training exercises that were designed to explore people's belief systems and how these beliefs impact upon the young LGBT people they work with.

Participants also noted that prior to the training they considered their knowledge and confidence levels around LGBT issues to be quite high. However the training highlighted many issues participants had not been aware of or understood the context which surrounded these issues. In addition participants were also able to identify the implications of this lack of knowledge, its impact upon their work practices, and the implications for the LGBT young people they have contact with. Many participants commented that they felt that they had rated themselves too highly in the pre-training evaluation.

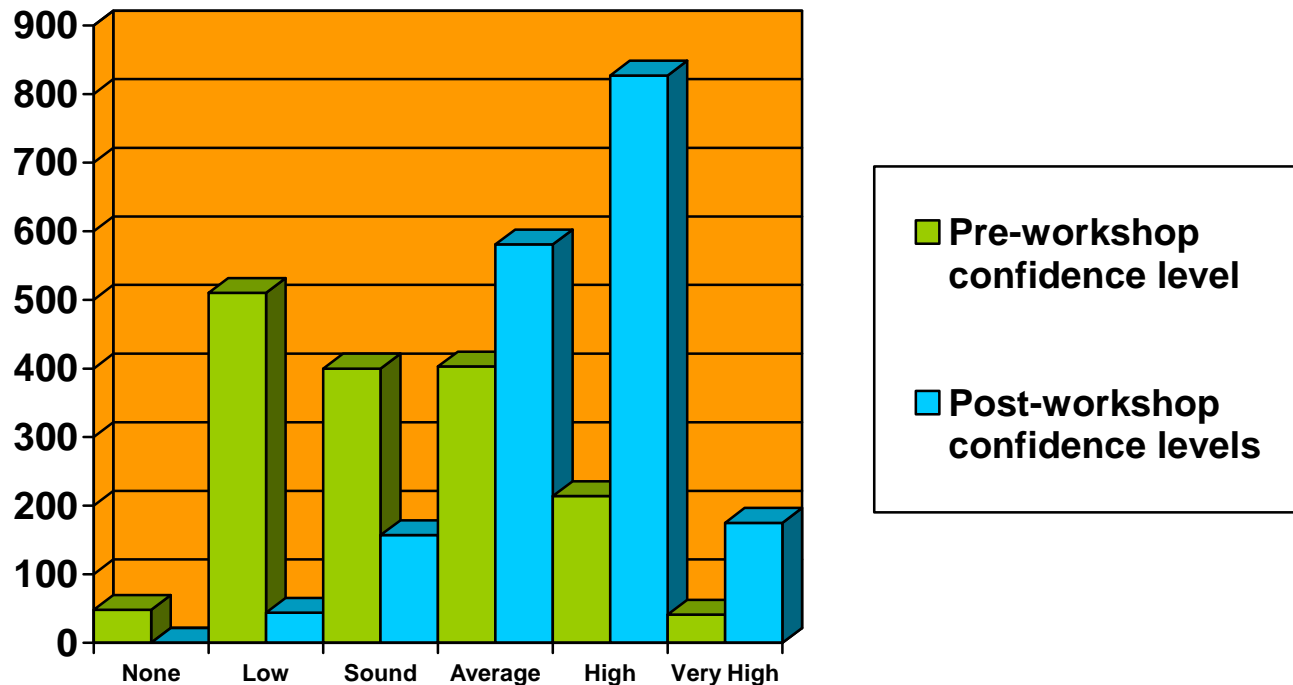
The dramatic shifts in knowledge and confidence levels for participants after the training indicates the extremely positive outcomes achieved from the *What We Don't See* training project as a whole. The need for this type of training package is highly supported by the results outlined below; however these statistics also raise many questions regarding the

validity of self appraisal evaluation techniques and the reality of engaging practice strategies in the real world, as opposed to confidence within a theoretical sphere.

**Graph 7: Summary of pre-training and post-workshop participant's knowledge levels of LGBT issues**



**Graph 8: Summary of the pre-training and post-training participant's confidence levels in addressing LGBT issues with clients**



### 9.1 Comparative data on knowledge and confidence levels

Participants were asked to rate their level of confidence and knowledge as either none, low, sound, average, high or very high. The comparative summary of the knowledge and confidence levels below classified participant's ratings as low if their self-rated level was none, low or sound. Participant's responses have been classified as high if they self-rated their level as average, high or very high.

### 9.2 Sexuality

In the pre-training evaluation 42% (N=99) of participants self-rated low levels of knowledge of sexuality issues, with 56% (N=132) indicating a high level of knowledge. In the post-workshop evaluation 7% (N=18) of participants self-rated a low level of knowledge with 93% (N=243) of participants indicating a high level of knowledge after the training. The pre-training evaluation showed 47% (N=112) of participants self-rated high confidence levels in working with LGBT clients to address sexuality issues which shifted to 89% (N=233) of participants rating high confidence levels after the training.

### 9.3 Gender identity

Participant's self-rated knowledge of gender identity issues again clearly moved from a low level to high levels after the training. In the pre-training evaluation 50% (N=118) of participants rated a low level of knowledge, with another 50% (N=120) rated as high. In the post-workshop evaluation 7% (N=17) participants rated low levels of knowledge with 93% (N=242) rating their knowledge levels of gender identity issues as high level. After the workshop 89% (N=233) of participants self-rated their confidence levels to address gender identity issues with clients as high compared to only 39% (N=93) of participants rated as high before the training.

### **9.3 LGBT identities**

Dramatic shifts in participant's levels of knowledge around LGBT identities occurred across all ranges of self appraisal. In the pre-training evaluation 56% (N=132) of participants rated a low level of knowledge which shifted to only 7% (N=19) of participants still rating as low after the training. Before the training 44% (N=107) of participants self-rated a high level of knowledge of LGBT identities which shifted to 93% (N=242) of participants self-rating a high level of knowledge of these issues after the workshops. The percentage of high confidence levels to work with LGBT clients regarding LGBT identities also rose from 39% (N=92) of participants in the pre-training evaluation to 89% (N=233) of participants in the post-workshop evaluation.

### **9.4 Coming Out**

Surprisingly 61% (N=145) participants assessed themselves in the pre-training evaluation as having a low knowledge of the coming out process, which is a very common process for LGBT people, with only 39% (N= 92) considering that they had a high knowledge in this area. The post-workshop evaluation showed only 8% (N= 22) of participants continued to consider their knowledge levels as low in this area with 92% (N=240) self-rating a high knowledge level of coming out issues. Confidence levels also significantly rose with 90% (N=236) of participants self-rating high confidence levels to address coming out issues with LGBT clients after the training compared to only 37% (N=89) of participants who rated high confidence levels in the pre-training evaluation.

### **9.5 Sexual Health**

It is important to note that the sexual health component of the training was a basic snapshot of the sexual health issues that young LGBT people face and the general occurrence of sexually transmitted infections. The shifts in both knowledge and confidence levels of participants from the pre-training to the post-training evaluation was substantial and surprising. Initially 57% (N=135) participants identified a low level of knowledge in this area with another 41% (N=97) of participants indicating high levels. After the training 11% (N=30) of participants continued to identify a low level of knowledge however 89% (N=232) indicated high levels of knowledge. In terms of confidence we saw very similar numbers and shifts in confidence levels from pre-training to the post-workshop evaluations in LGBT sexual health.

### **9.6 Mental Health**

Again the information presented on LGBT mental health was only a snapshot of key issues that had the potential to impact on LGBT young people. It is interesting to note that participants commented both prior to the training and throughout the training workshop that the information on mental health was too basic and more specific information on diagnosis and prevalence was requested. However these sentiments were not reflected in the training evaluation process.

Pre-training evaluations identified 64% (N=151) of participants self rated low knowledge levels in this area and only 33% (N=85) indicated a high level of knowledge. However after the training 89% (N=232) of participants self-rated high knowledge levels and only 10% (N=27) of participants indicated a low level of knowledge of mental health issues affect LGBT young people. Dramatic shifts also occurred within confidence levels for participants with 87% (N=228) of participants identifying a high confidence level in the post-workshop evaluation as opposed to only 37% (N=88) of participants in the pre-training evaluation.

## **9.7 Social Pressures**

Fifty-nine percent (N=139) of participants self-rated low levels of knowledge regarding social pressures young LGBT people experience in the pre-training evaluations, with another 41% (N=96) indicating high levels. The post-training evaluation again indicated an extremely positive shift with 92% (N=239) of participants identifying high knowledge levels and only 8% (N=22) of participants still rating a low level of knowledge pertaining to social pressures experienced by LGBT people. Confidence levels more than doubled within the participants after the training. Eight-seven percent (N=227) of participants indicated a high level of confidence to address the social pressures that LGBT young people experience, as opposed to only 40% (N=96) of participants rating a high level of confidence in this area before the training.

## **10. Post-training Evaluation**

All training participants were asked to complete a post-training evaluation in February 2007, 3-4 months after the training had been conducted. A total of 93 participants completed the post-training evaluation, giving a return rate of 31% of the participants involved in the training workshops.

### **10.1 Change in the frequency of LGBT clients**

In the post-training evaluation 13% (N=12) of respondents considered that their professional contact with LGBT clients had increased since the training. We asked respondents to state why they thought this had happened. The majority of respondents considered it primarily related to their own increased awareness of LGBT young people and their increased confidence and openness to address these issues with young people. Awareness and confidence was to be a common factor in the respondents' reasons for increased contact with LGBT young people.

### **10.2 A change in work practices**

Respondents were asked to indicate if the training had changed their level of confidence and work practices greatly, a little, not much or not at all.

Fifty percent (N=41) of respondents indicated that the training had increased their confidence levels in working with LGBT young people 'greatly' with another 45% (N=46) considered it had 'a little' and only 5% (N=6) considering their confidence levels had 'not changed much'. Seventy percent (N=64) of respondents considered that the training had changed their approach to working with LGBT young people 'greatly' to 'a little'. Another 79% (N=83) of respondents considered that the training had 'greatly' to 'a little' changed the way they generally approach issues of relationships, sexual health and sexuality with clients.

### **10.3 Distributing information after the training**

Participants were asked to indicate if they had raised LGBT issues within their organisation after the training. Fifty-four percent (N=49) of respondents had raised LGBT issues in staff meetings, 50% (N=49) had discussed work practices with LGBT clients with other staff members, 33% (N=30) had discussed these issues with management, 21% (N=19) had discussed implementing inclusive policies and procedures relating to sexuality and gender identity and another 6% (N=6) of respondents had conducted their own in-service sexuality and gender identity awareness training within their own service.

Seventy-nine percent (N=72) of respondents had distributed the training resources to other staff members, 51% (N= 46) are using the training materials as resources within their workplace and another 42% (N=38) of the training participants have kept the resources for future reference. Eighty-nine percent (N=80) respondents indicated that the training had increased their awareness and knowledge of resources available for people questioning their sexuality or gender identity.

### **10.4 Making Service environments more inclusive**

The post-training evaluation asked participants to identify if the training had provided them with the ability to make their service environments more inclusive for LGBT clients.

Sixty percent (N=50) of the respondents stated that they had used information from the training to make their service environments more inclusive towards LGBT clients. Thirty percent (N=27) of participants have accessed further LGBT resources for their service. Thirty-six percent (N=32) of respondents indicated that the knowledge gained from the training has 'greatly' to 'a little' been used to enhance organizational policies in regard to working with LGBT clients.

### **10.5 Comments on the workshop**

Participants were asked to indicate if the training needed to address other issues relating to the LGBT community. Eighty-six percent (N=76) of respondents indicated that it did not. However the 14% (N=12) of respondents said that it should, primarily indicated issues relating to LGBT families in relation to both children of LGBT parents and parents with LGBT children.

Participants were also asked if they would have preferred a whole day, half day or two half day training sessions. Seventy-three percent (N=63) of respondents indicated that they would prefer a whole day training session, another 13% (N=11) of respondents indicated that they would have preferred a half day training session with another 12% (N=10) indicating that they would have preferred two half day training sessions.

## **11. Continued support and contact with training participants**

Following the training all participants were placed on the QAHC Queensland LGBT Health and LGBT Communities Networks. Participants receive two bi-monthly newsletters with information on the LGBT health issues and LGBT community development projects. The newsletters provide participants with ongoing information on training opportunities, resources, research, conferences and events related to sexuality and gender identity issues.

All training participants were sent certificates of attendance in February 2007. The certificates are designed to be able to be used as LGBT awareness service environment poster. The aim is for participants to display the certificates to indicate that the service or service provider is inclusive, aware and accepting of LGBT clients and issues.

All participants were also sent the *What's Out There!* resource with the certificate of attendance. This resource provides links to websites, resource booklets, posters and training materials relevant to LGBT young people and service providers. The distribution of the resource aimed to encourage service providers to access LGBT specific resources for their services and LGBT clients. The resource sought to encourage an ongoing interest in LGBT issues after the training had been conducted. The resource also addressed limited capacity of the training project to distribute substantial amounts of LGBT resources to the service providers attending the training. While the training encourages service providers to make service environments more inclusive by visibly displaying and providing LGBT resources to clients neither Open Doors Inc nor QAHC have the capacity to distribute a large amount of these resources to training participants.

## **12. Contingencies experienced in the training project**

### **12.1 Increased number of participants**

In planning for the training project the number of participants in each workshop was expected to range from 10 – 20 people, with an approximate total of 150 – 200 participants involved in the project. These expectations were based upon previous attendance rates in QAHC's *Pilot Gender Identity and Sexuality Training Project 2005* that was distributed throughout regional Queensland. However 368 people registered for the training, with 306 participants attending in total. Workshop participant numbers ranged from 22 – 36.

The increased number of participants demanded a higher level of administration assistance than expected from QAHC, increased costs in resource production, catering and venue hire, with two venues having to be changed to cater for the increased numbers. The increased interest in the workshops also necessitated a higher level of involvement from the LGBT Senior Project Officer in organizing workshop resources and responding to participants enquiries. The consistently large workshops was also demanding on the training facilitators in combination with a tight training schedule.

### **12.2 Reluctance from Local Communities**

In consulting with local service providers during the developmental stages of the state wide training project the LGBT Health Systems project officer encountered repeated re-assurances that few service providers would be interested in attending the workshops. Key contacts in many of the regional locations were supportive of the project however very doubtful of its success and if it would raise any interest with local service providers. This further reinforced expectations for the training facilitators and LGBT Health systems project officer that the workshops numbers would be relatively small. Some service providers did not even consider the training necessary in their regions as they "*don't see them around here*".

### **12.3 Registration and Attendance**

Each workshop had a significant number of participants attend that had not registered for the workshop. Clarification between the LGBT Health Systems Project Officer, QAHC administration staff and training facilitators was lacking as to whether participants had been late registrations, not registered in the workshops or had registered but not been processed by QAHC. This caused unnecessary stress for the training facilitators and training participants.

#### **12.4 Registered participants that failed to attend the workshops**

In total 68 registered participants did not attend the workshop. The participants that failed to attend the workshop not only wasted QAHC resources and administration time but also took places in the workshop that other service providers could have been given. In nearly all workshops interested service providers had to be refused registration because the workshops were fully booked. No mechanisms were in place to discourage service providers from failing to attend as there was no cost associated with the training, nor any penalties in place for failing to attend the training on the day.

#### **12.5 Distribution of Pre-Training Reading Materials**

The pre-training reading materials were posted to participants. However a significant number of participants did not receive the materials. This caused unnecessary disturbance at the beginning of some of the training workshops, dissatisfaction from some of the training participants and added stress for the training facilitators. However adequate systems were not in place to record the number of participants that failed to receive their training packs or record their contact details to send out the information after the training either. The dislocation of experiences and involvement in the training project also contributed to the failure to address this issue to the satisfaction of both the training facilitators and LGBT Health Systems project officer.

#### **12.6 Participants only attending half of the day**

Concern was also raised by the training facilitators that some participants only stayed for half of the training session. This meant that many participants did not attend the sessions relating to service provision and service environments which is a crucial aspect in the training to facilitate change in the cultures of services and best practice methods for service providers.

#### **12.7 Training Schedule**

In hindsight the training facilitators considered that the training schedule was too condensed, with workshops being held too closely together. This was compounded with the larger than expected size of the workshops.

#### **12.8 Cancelled Roma Workshop**

Due to unforeseen circumstances the training workshop had to be cancelled. All training participants were notified as soon as possible. The workshop was rescheduled and held in May 2007.

#### **12.9 Training participants**

The training facilitators were aware that they experienced higher levels of homophobia and resistance towards the training in south east Queensland compared to the workshops held in more regional locations. This was an unexpected event for the training facilitators as there is an assumed level of knowledge and recognition of LGBT issues in metropolitan areas.

### **13. Recommendations for future state wide sexuality and gender identity training projects**

- 13.1 Mechanisms need to be established to reduce the number of registered participants who do not attend the training. A system such as a fee for non-attendance may assist in reducing this problem.
- 13.2 Pre-reading training resources need to be accessible to training participants via the internet to ensure that all training participants can obtain the reading materials before the training. However the continued use of training materials may indicate that participants should also receive hard copies of these resources.
- 13.3 Mechanisms need to be established to reduce the amount of administration work required to register participants. This could incorporate online registration or email registration system as well as the option to fax back forms. The system needs to increase the certainty for QAHC and the training participants that their registration has been successful.
- 13.4 A training logistics resource needs to be established to assist the internal organisation and clear communication between the training coordinator, training facilitators and administration staff. This needs to include mutual expectations of contingencies that may arise and addressing homophobia in workshops.
- 13.5 Future State wide training projects need to limit the amount of training workshops per week to a maximum of three, to reduce trainer fatigue.
- 13.6 Further contacts with service providers in western Queensland need to be established. Discussions with service providers need to be conducted before organizing workshops to establish local interest and commitment to the training projects.
- 13.7 Mechanisms need to be created and maintained to keep training participants informed, interested and supporting sexuality and gender identity awareness within services throughout Queensland.
- 13.8 Mechanisms need to be established to strongly discourage training participants from leaving the training sessions before the end of the day either through the publicity of the training or upon registration. It is crucial for participants to complete the service provision modules in such training.
- 13.9 The *What We Don't See* training resource content needs to be reviewed in light of concerns that it became repetitive and was too long.
- 13.10 The evaluation questionnaires need to be reviewed to identify how many LGBT participants attend, if any LGBT training has previously been undertaken, whether participants would re-view their pre-evaluation levels knowledge and confidence after

the training and an opportunity for participants to specify changes made to service provision and environments in the post-training evaluations.

## **APPENDIX ONE**

Overview of *What We Don't See* training workshop expenses

<b>Training Workshop Expenses</b>	<b>Total Expenses</b>	<b>Approximate cost per workshop</b>
Training Facilitators	\$9 000.00	\$820.00
Travel, Accommodation & Living Away from Home Expenses	\$6 000.00	\$545.45
Hire of Venues	\$850.00	\$72.30
Catering	\$4 500.00	\$409.10
Resource Development	\$2 500.00	\$227.30
<b>Total Expenses</b>	<b>\$22 850.00</b>	<b>\$2074.15</b>
<b>Approximate Cost Per Participant</b>	<b>\$76.15</b>	

Variables in cost of workshops:

The overview of the budget expenses represents the 11 workshops held in 2006. The budget does not include the contingencies of the cancelled Roma workshop in 2006 or the expenses of holding the Roma workshop in 2007.

The average cost of running a training workshop without traveling expenses was approximately \$1200.00.

Open Doors Inc provided the expenses of the second training facilitator as In-kind services as part of the collaborative training project. However the cost of paying two training facilitators has been included in the above budget.

This project trained 300 participants. However training resources were distributed to 368 service providers. The total expenses for resource development does not include the internal hiring of a professional printer or the in-kind contribution of the 650 Open Doors resource booklets distributed throughout the training workshops.

The largest budget contingencies for the project were represented in the cost of catering and venue hire created by the unexpected increase training participation numbers in each workshop.

Notes: Expenses represent external expenses in organizing the training workshops. It does not include the worker time of the LGBT Health Systems Senior Project Officer or the QAHC administration staff.

## APPENDIX TWO

### Session outlines for the training workshop

<b>Session One Outline</b>		
<b>Time frame</b>	<b>Content</b>	<b>Resources</b>
10 mins	Welcome and introductions <ul style="list-style-type: none"> <li>★ All facilitators to introduce themselves &amp; roles</li> <li>★ General housekeeping</li> <li>★ Introduction to training</li> </ul>	Name tags Participants kit
10 mins	Warm up exercise <ul style="list-style-type: none"> <li>★ “Sexuality Everyday”</li> <li>★ Introduction into Session 1.</li> </ul>	Participants kit
30 mins	Sexual Formation <ul style="list-style-type: none"> <li>★ Some related theories – Binary Model; Kinsey Scale; Sexual Trichotomy</li> <li>★ Group Exercise – “How do you know your own sexuality”</li> <li>★ Discussion regarding sexuality</li> </ul>	Participants Kit Power point pres
30 mins	Labeling <ul style="list-style-type: none"> <li>★ Group exercise – “ What’s in a name”</li> <li>★ Discussion about how labeling can impact on access &amp; practice</li> </ul>	Participants Kit Power point pres
30 mins	Myths, Stereotypes, Values & Judgments <ul style="list-style-type: none"> <li>★ Group exercise – “ Barriers exercise”</li> <li>★ Discussion regarding the myths this exercise identifies.</li> </ul>	Participant kit Butchers Paper Whiteboard
10 mins	Debrief <ul style="list-style-type: none"> <li>★ Questions raised</li> <li>★ Debrief from session</li> <li>★ Introduction into next session.</li> </ul>	

<b>Session Two Outline</b>		
<b>Time Frames</b>	<b>Content</b>	<b>Resources</b>
5 minutes	Introduction of Session and outline of research used in presentation.	1-6 Power Points
35 minutes	<p>Coming out and Identifying as an LGBT young person</p> <ul style="list-style-type: none"> <li>▪ What is the process of coming out</li> <li>▪ What are some of the affects of coming out</li> <li>▪ How young people identify as LGBT</li> <li>▪ Recognising gender identity issues</li> <li>▪ Different issues for LGBT people                             <ul style="list-style-type: none"> <li>▪ Rural, ATSI, CALD</li> </ul> </li> </ul> <p>Group Discussion</p>	7- 21 Power Points
20 minutes	<p>Homophobia and Transphobia</p> <ul style="list-style-type: none"> <li>▪ What is Homophobia and transphobia</li> <li>▪ Different experiences and types of homophobia</li> <li>▪ Different experiences for transgender people</li> </ul> <p>Group Discussion</p>	22 – 31 Power Points
10 minutes	<p>Health Determinants</p> <ul style="list-style-type: none"> <li>▪ What are health determinants</li> <li>▪ Sexuality and Gender identity as health determinants</li> </ul>	32 - 35 Power Points
15 minutes	<p>Mental Health</p> <ul style="list-style-type: none"> <li>▪ Impacts of discrimination</li> <li>▪ Influences on LGBT mental health</li> <li>▪ Mental health outcomes for LGBT youth</li> </ul>	36-39 Power Points
25 minutes	<p>Sexual Health</p> <ul style="list-style-type: none"> <li>▪ LGBT sexual behaviours</li> <li>▪ LGBT sexual health outcomes</li> <li>▪ Education</li> <li>▪ Relationships</li> </ul> <p>Group Discussion</p>	40 – 44 Power Points
10 minutes	<p>Importance of Support</p> <ul style="list-style-type: none"> <li>▪ Why support is important</li> <li>▪ Support and feelings towards LGBT identities</li> <li>▪ Non-disclosure</li> </ul>	45 – 47

<b>Session Three Outline</b>		
<b>Time Frames</b>	<b>Content</b>	<b>Resources</b>
30mins	<p>Heterosexism</p> <ul style="list-style-type: none"> <li>★ What does it mean?</li> <li>★ Levels of Heterosexism – Interpersonal, cultural &amp; Institutional</li> </ul> <p>Exercise – Internal &amp; External Influences</p> <p>Exercise --Heterosexism Checklist</p>	<p>Participants kit</p> <p>Excercises</p> <p>Power point pres</p>
40mins	<p>Confidentiality and Disclosure</p> <ul style="list-style-type: none"> <li>★ What is confidentiality?</li> <li>★ How does this impact on disclosure?</li> <li>★ Case Scenarios</li> <li>★ Disclosure</li> </ul> <p>Exercise – Role Plays</p>	<p>Participants kit</p> <p>Excercises</p> <p>Power point pres</p>
20mins	<p>Referrals and Resources</p> <ul style="list-style-type: none"> <li>★ Referral options</li> <li>★ Web based</li> <li>★ Hard resources</li> </ul>	<p>Participants kit</p> <p>Excercises</p> <p>Power point pres</p> <p>Resources</p>
15mins	<p>Debrief and questions</p> <p>Family Feud Game</p>	<p>Exercise</p> <p>Chocolates</p> <p>Buzzers</p>

### APPENDIX THREE

## What We Don't See Pre-Training Evaluation Form

To assist the QLD Association for Healthy Communities and Open Doors evaluate the success of the *What We Don't See* training project please complete the pre-training evaluation form. These forms will be collected upon registration at the *What We Don't See Training Workshop*. All responses are confidential.

(Please complete this form by filling in the blank spaces, ticking the boxes or circling the appropriate answers)

Workshop Location: \_\_\_\_\_ Gender: \_\_\_\_\_ Age: \_\_\_\_\_

Your field of work (may tick more than one if applicable):

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Health        | <input type="checkbox"/> Police/Legal  | <input type="checkbox"/> Youth Worker          |
| <input type="checkbox"/> Sexual health | <input type="checkbox"/> Welfare       | <input type="checkbox"/> Employment            |
| <input type="checkbox"/> Mental health | <input type="checkbox"/> Accommodation | <input type="checkbox"/> Community Development |
| <input type="checkbox"/> Education     | <input type="checkbox"/> Other: _____  |  |

In the last two years have you received training or further education around any of the following issue

- |                                    |  |  |  |                               |
|------------------------------------|--|--|--|-------------------------------|
| <input type="checkbox"/> Sexuality | <input type="checkbox"/> Gender Identity | <input type="checkbox"/> Discrimination & Stigma | <input type="checkbox"/> Impact of marginalisation | <input type="checkbox"/> None |
|------------------------------------|--|--|--|-------------------------------|

If you have, who conducted the training/education:

- |                                     |  |   |
|-------------------------------------|--|---|
| <input type="checkbox"/> TAFE       | <input type="checkbox"/> In-service training | <input type="checkbox"/> Professional Development Education |
| <input type="checkbox"/> University | <input type="checkbox"/> Community Groups    | <input type="checkbox"/> Other: _____                       |

Why have you undertake the sexuality and gender identity training workshop (tick as many as you like)

- Want to know more about sexuality and gender identity
  - Have or have had clients with sexuality issues
  - Have or have had clients with gender identity issues
  - Want to provide inclusive service provision to members of the LGBT community
  - Want a greater understanding of the impact of sexuality and gender identity on the health and wellbeing of LGBT people
  - LGBT people are a specific target group for your service/organisation
  - Other: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What do you hope to gain from the *What We Don't See* training workshop:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

To your knowledge, how much contact do you have with LGBT clients in your service/organisation?

- |                                |                                 |                                  |   |                                   |
|--------------------------------|---------------------------------|----------------------------------|---|-----------------------------------|
| <input type="checkbox"/> Daily | <input type="checkbox"/> Weekly | <input type="checkbox"/> Monthly | <input type="checkbox"/> A couple of Times a Year | <input type="checkbox"/> Not sure |
|--------------------------------|---------------------------------|----------------------------------|---|-----------------------------------|

Does your service/organisation provide resources on sexuality or gender identity issues:

*What We Don't See Training Report 2007*

Yes       No       Not Sure

Are you able to provide LGBT Clients with information on or referrals to:

- a) Local support services and/or social groups that address and support people exploring their sexuality or gender identity:  
 Yes       No       Not Sure
- b) Counseling telephone services, information resources or websites that address and support people exploring their sexuality or gender identity:  
 Yes       No       Not Sure

Please rate your **level of Knowledge** of sexuality, gender identity and related issues

<b>Issue</b>	<b>Level of knowledge of the following issues</b> (please circle the appropriate answer)					
Sexuality	None	Low	Sound	Average	High	Very High
Gender Identity	None	Low	Sound	Average	High	Very High
LGBT Identities	None	Low	Sound	Average	High	Very High
Coming Out	None	Low	Sound	Average	High	Very High
LGBT Sexual health	None	Low	Sound	Average	High	Very High
LGBT Mental Health	None	Low	Sound	Average	High	Very High
Social Pressures that affect LGBT people	None	Low	Sound	Average	High	Very High

Please rate your **level of confidence** in working with LGBT clients to address the following issues:

<b>Issue</b>	<b>Level of Confidence in addressing issues with LGBT clients</b> (please circle the appropriate answer)					
Sexuality	None	Low	Sound	Average	High	Very High
Gender Identity	None	Low	Sound	Average	High	Very High
LGBT Identities	None	Low	Sound	Average	High	Very High
Coming Out	None	Low	Sound	Average	High	Very High
LGBT Sexual health	None	Low	Sound	Average	High	Very High
LGBT Mental Health	None	Low	Sound	Average	High	Very High
Social Pressures that affect LGBT people	None	Low	Sound	Average	High	Very High

**Thank you for completing the Pre-Training Evaluation Form for the *What We Don't See Training Project* - We hope you enjoy the training workshop**

## APPENDIX FOUR

### What We Don't See Workshop Evaluation Form

To assist the QLD Association for Healthy Communities and Open Doors evaluate the success of the *What We Don't See* training project please complete the training evaluation form. These forms will be collected upon registration at the *What We Don't See Training Workshop*. All responses are confidential.

(Please complete this form by filling in the blank spaces, ticking the boxes or circling the appropriate answers)

Workshop Location: \_\_\_\_\_ Gender: \_\_\_\_\_ Age: \_\_\_\_\_

Your field of work (may tick more than one if applicable):

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Health        | <input type="checkbox"/> Police/Legal  | <input type="checkbox"/> Youth Worker          |
| <input type="checkbox"/> Sexual health | <input type="checkbox"/> Welfare       | <input type="checkbox"/> Employment            |
| <input type="checkbox"/> Mental health | <input type="checkbox"/> Accommodation | <input type="checkbox"/> Community Development |
| <input type="checkbox"/> Education     | <input type="checkbox"/> Other: _____  |  |

**After the Training workshop please self rate:** (please circle the appropriate answer)

Issue	Your level of knowledge/understanding of the following issues					
Sexuality	None	Low	Sound	Average	High	Very High
Gender Identity	None	Low	Sound	Average	High	Very High
LGBT Identities	None	Low	Sound	Average	High	Very High
Coming Out	None	Low	Sound	Average	High	Very High
LGBT Sexual health	None	Low	Sound	Average	High	Very High
LGBT Mental Health	None	Low	Sound	Average	High	Very High
Social Pressures that affect LGBT people	None	Low	Sound	Average	High	Very High

Issue	Your level of Confidence in addressing the issues below with LGBT clients					
Sexuality	None	Low	Sound	Average	High	Very High
Gender Identity	None	Low	Sound	Average	High	Very High
LGBT Identities	None	Low	Sound	Average	High	Very High
Coming Out	None	Low	Sound	Average	High	Very High
LGBT Sexual health	None	Low	Sound	Average	High	Very High
LGBT Mental Health	None	Low	Sound	Average	High	Very High
Social Pressures that affect LGBT people	None	Low	Sound	Average	High	Very High

1. The **level of the content** of the **Pre-training LGBT Fact Sheets** was:  
 Too basic       Just right       Too advanced
  
2. The **length** of the **Pre-training LGBT Fact Sheets** was:  
 Too short       Just right       Too long
  
3. The **level of the content** of the **training workshop** was:  
 Too basic       Just right       Too advanced
  
4. The **quality** of the **facilitation and learning experience** was:  
 Very low       Low       Moderate       High       Very High
  
5. My **expectations** about this **session** were:  
 Very well met     Well met     Moderately well met     Poorly met     Very poorly met
  
6. Please state any topics/issues that were not covered in the workshop that you wanted more information on:  
.....  
.....
  
7. I found the following elements of the workshop to be the **most useful** to me (please list as many as you can):  
.....  
.....
  
8. I found the following elements of the workshop to be **of no/limited use** to me (please list as many as you can and write why they were of no use):  
.....  
.....
  
9. Please add any comments about the day:  
.....  
.....

**Thank you for completing the final part of this evaluation. Please ensure that you have:**

1. **Filled out the details about WORKSHOP LOCATION, DATE, GENDER, AGE and FIELD OF WORK on page one**
2. **Completed the responses for ALL THE QUESTIONS**

## APPENDIX FIVE

### Post Training Evaluation Form – Text for Survey Monkey

Introduction to survey:

Thank you for participating in the Open Doors and QLD Association for Healthy Communities *What We don't See* Training project.

Now that it has been several months since the training was conducted we are interested to hear if the experience has provided you with some useful skills within your workplace and service environments.

The Post-Training evaluation survey takes no longer than 5 minutes to complete.

Your participation would be most welcomed to ensure that we are providing useful training to the broader community and will allow us to further evaluate future training projects.

Training Workshop Location:

- Cairns
- Townsville
- Mackay
- Rockhampton
- Bundaberg
- Toowoomba
- Maroochydore
- Cleveland
- Brisbane
- Ipswich

Gender:        male or Female

Your field of work (may tick more than one if applicable):

- |  |  |                                       |
|--|--|---------------------------------------|
| <input type="checkbox"/> Health        | <input type="checkbox"/> Police/Legal  | <input type="checkbox"/> Youth Worker |
| <input type="checkbox"/> Sexual health | <input type="checkbox"/> Welfare       | <input type="checkbox"/> Employment   |
| <input type="checkbox"/> Mental health | <input type="checkbox"/> Accommodation | <input type="checkbox"/> Community    |
| <input type="checkbox"/> Education     | <input type="checkbox"/> Other: _____  | <input type="checkbox"/> Development  |

How much contact do you have with Lesbian, Gay, Bisexual, Transgender or young clients questioning their sexuality or gender identity

- Daily    Weekly    monthly    a couple of times a year    not sure    I do not think I have clients

Has your contact with LGBT clients increased since the training?

- Yes         No         I am not sure

If yes please state why you think this has happened:

#### Changes to work Practices

Has the training changed your confidence in addressing sexuality and gender identity issues with young people?

- Not at all     Not much     Yes A little     Yes Greatly     I am not sure

Has the training changed your workplace approach to how you now work with members of the LGBT communities?

- Not at all     Not much     Yes A little     Yes Greatly     I am not sure

Has the training changed the way that you address issues of relationships, sexual health and sexuality with young people generally?

- Not at all     Not much     Yes A little     Yes Greatly     I am not sure

### **Facilitating further education and using of training resources**

Have you raised LGBT issues within your service as a result of the training:

- staff meetings,
- raised issues with management regarding addressing LGBT issues,
- conducted in-service training in your organization,
- discussed workplaces practices regarding sexuality and gender identity issue with other staff members

Have you distributed any of the resources obtained within the training workshop to other staff members: yes/ no/ do not have other staff members

Are you using any of the Pre-training reading materials as resources in your workplace:

- Yes
- No
- Have kept the resources for use in the future

Has the training increased your awareness of LGBT resources or specific services/organizations that can be accessed or distributed to young people questioning their sexuality or gender identity:

- Yes
- Nothing new
- No
- Not sure

### **Service Environment**

Have you been able to use insights from the training to make your service environment more inclusive to LGBT young people:

- Yes
- No
- Not sure

Since the training has your service attempted to access more/any LGBT resources to support LGBT young people:

- Yes
- No
- Not sure

*What We Don't See Training Report 2007*

- The service already has LGBT resources available

**Organizational policies**

Have you been able to use knowledge from the training to enhance organizational policies regarding your work with members of the LGBT communities?

- Not at all
- Not much
- Yes A little
- Yes Greatly
- I am not sure

Have there been any inhibiting factors in:

- using information and skills from the training,
- facilitating further education with co-workers,
- increasing access to LGBT resources
- altering service environments to make them more inclusive to LGBT clients.

Comment: \_\_\_\_\_

**Further Training Needs or suggestions**

In the future does the training need to address other issues in relation to supporting LGBT young people in services:

- Yes
- No
- Please state

Would you have rather received pre-reading training materials as

- web-based resources
- Paper-based resources

Preferred method of registration for training workshops:

- Web-based/Internet registration
- Faxback/paper based registration
- Email based registration

Preferred Length of Training Workshops

- Whole Day
- Half a Day
- Two half day education sessions

Any further comments regarding the training workshops: \_\_\_\_\_