

Scaling and evaluating sexual health and healthy relationships programming for youth in Canada

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CPHA's office is located on the original, unceded territory of the Algonquin Anishinaabeg people. They have been the guardians of this land for millennia and CPHA is grateful for the example their stewardship provides.

Land Acknowledgement



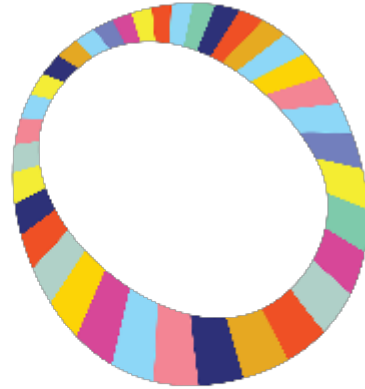
I would like to acknowledge that this session is occurring on the territory of the Niitsitapi, or Blackfoot, and the people of the Treaty 7 region in Southern Alberta.

I would like to recognize the Treaty 7 Nations who make their home on this land, including the Siksika, the Piikani, the Kainai, the Tsuut'ina, and the ȩyãhé Nakoda First Nations, including the Chiniki, Bearspaw, and Wesley First Nations.

This land is also home to the Métis Nation of Alberta.

We are grateful to the people of Treaty 7 for taking such good care of this land, so that we may enjoy such abundance, and recognise that we are all treaty people.

Centre for Sexuality



Mission:

We teach, train and advocate to support healthy bodies, healthy relationships and healthy communities.

Vision:

Sexual wellbeing for all.



OUR MISSION

- To enhance child and youth well-being through research in prevention and implementation science.

OUR ROLE

- Research partner for the Centre for Sexuality's WiseGuyz program.



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CPHA is the independent national voice and trusted advocate for public health, speaking up for people and populations to all levels of government. We champion health equity, social justice and evidence-informed decision-making. We leverage knowledge, identify and address emerging public health issues, and connect diverse communities of practice. We promote the public health perspective and evidence to government leaders and policy-makers. We are a catalyst for change that improves health and well-being for all.

OUR VISION

Healthy people and communities thriving in inclusive, equitable, sustainable environments

OUR MISSION

To enhance the health of all people and communities in Canada, particularly those who are structurally disadvantaged, and to contribute to a healthier and more equitable world

Agenda

- Introduce the youth programs and scaling models
- Intervention research and evaluation findings (RSE)
- Intervention research and evaluation findings (Wise Guyz)
- Scaling model: Lessons learned
- Questions



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Learning Objectives

- After participating in this session, attendees will have:
 - Increased awareness of two sexual health and healthy relationships programs for youth in Canada.
 - Increased understanding of outcomes associated with sexual health and healthy relationships programs for youth in Canada.
 - Increased knowledge of the various benefits and challenges associated with different scaling models.

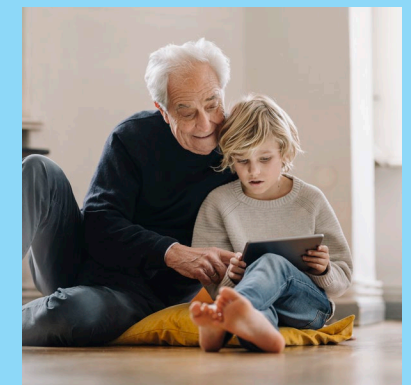


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The goal of the RSE Program is to provide youth with the capacity, opportunity, and motivation to experience sexual health across their lifespan.



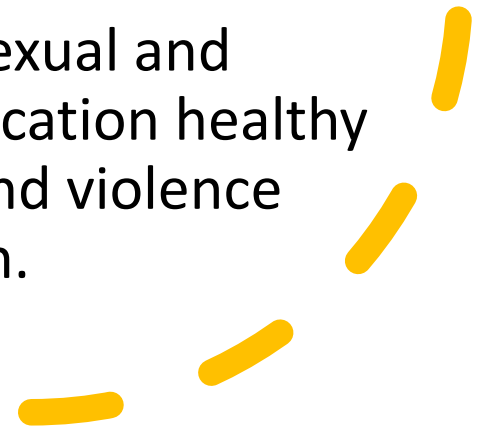
Relationship and Sexual Health Education (RSE)



The Relationship and Sexual Health Education program is a four-session program delivered in junior and senior high schools; we have been a recommended relationship and sexual health education resource since 1975.

The program offers youth the opportunity to gain knowledge, understanding and skills to cultivate positive attitudes towards sexuality, explore gender and identity development, enhance, and maintain quality interpersonal relationships and achieve healthy developmental milestones.

The program has three core domains: sexual and reproductive health promotion and education healthy and respectful relationship education and violence prevention and consent skills promotion.



Concepts per Grade



Grade 7	Grade 8	Grade 9	CALM
Sexual & Reproductive Anatomy	Sexual & Reproductive Anatomy	Sexual & Reproductive Anatomy	Sexuality
Puberty/Menstruation	Sexuality	Sexuality	Gender, Orientation, Sex
Values	Gender, Orientation, Sex	Gender, Orientation, Sex	Types of Sex
Healthy Relationships	Values	Types of Sex	Birth Control
Natural Supports	Healthy Relationships	Birth Control	STIs
Media Literacy	Natural Supports	STIs	Barriers
Decision making	Media Literacy	Barriers	Values
Boundaries	Decision Making	Values	Healthy Relationships
Regulating Emotions	Boundaries	Healthy relationships	Natural Supports
Consent	Assertive Communication	Natural Supports	Assertive Communication
	Healthy Self-Concept	Media Literacy	Decision Making
	Regulating Emotions	Decision Making	Boundaries
	Consent	Boundaries	Regulating Emotions
		Assertive Communication	Consent
		Regulating Emotions	Gender Stereotypes
		Consent	Teen Dating Violence
		Gender Stereotypes	Rejection
		Teen Dating Violence	Human rights
			Engaged Bystander Intervention
			Challenging sexism, racism, classism, ableism, homo/transphobia

CORE PROGRAM DOMAINS Key:

Sexual and Reproductive Health Education and Promotion

Healthy and Respectful Relationship Education

Violence Prevention and Consent Skills

*RSE programs meet all the Alberta Education Human Sexuality Outcomes for their corresponding grades

Lessons per Grade

Grade 7	Grade 8	Grade 9	CALM
Lesson 1: Puberty, Social Influences, and Values	Lesson 1: Elements of a Relationship	Lesson 1: Elements of Sexuality	Lesson 1: Elements of Sexuality
Lesson 2: Anatomy	Lesson 2: Anatomy	Lesson 2: Birth Control and Sexually Transmitted Infections	Lesson 2: Healthy Relationships
Lesson 3: Decision-Making and Consent	Lesson 3: Relationships and Consent	Lesson 3: Relationships and Communication	Lesson 3: Consent
Lesson 4: Healthy Relationships	Lesson 4: Healthy Relationships and Decision-Making	Lesson 4: Consent	Lesson 4: Violence Prevention



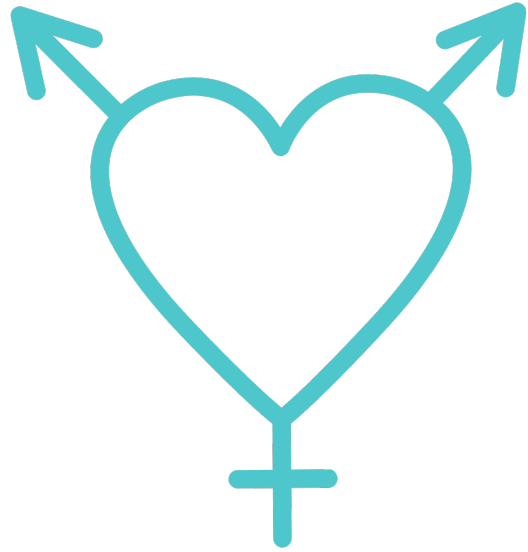
Note: The CALM program involves 2 more hours of in-class facilitation, which can be done over 6 lessons



THE WISEGUYZ PROGRAM



WISEGUYZ
Centre for Sexuality



WHAT IS WISEGUYZ? |

WISEGUYZ PROGRAM CURRICULUM

Module 1: Healthy Relationships



- Emotions
- Conflict resolution skills
- Personal values & how to communicate them
- Healthy relationship skills

WISEGUYZ PROGRAM CURRICULUM

Module 2: Sexual Health

- Sexual health info & resources
- Awareness of own sexuality
- Healthy sexual decision-making
- Respectful, consensual relationships





WISEGUYZ PROGRAM CURRICULUM

Module 3: Gender and the Media

SHE/HER

HE/HIM

THEY/THEM

- Explore & critique gender stereotypes
- Discuss media content
- Media literacy skills
- Explore gender & sexual diversity



WISEGUYZ PROGRAM CURRICULUM

Module 4: Social Justice, Violence Prevention & Advocacy

- Equity & equality
- Stereotypes & prejudice
- Becoming an active bystander
- Ways they can make their school & community a better place



C4S Scaling Models

WiseGuyz	Relationship and Sexual Health Education (RSE)
<ul style="list-style-type: none">• PHAC and WAGE funded, partnership with HOPElab• Licensing model• RFP and site recruitment• Site support includes: training, coaching, community of practice, capacity building, observations, fidelity monitoring• Implementation specialist	<ul style="list-style-type: none">• PHAC funded, partnership with CPHA• RFP and site recruitment• Small honoraria provided to partner sites• Site support includes: mandatory training and coaching as needed.• Shared responsibility between CPHA and C4S



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6 participating provinces/territories



21 facilitators trained



10 schools



27 classrooms



Average attendance of 3.5/4 sessions



>400 post-evaluations received

RSE REACH (WINTER 2021- SPRING 2023)



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WHERE ARE THE SITES LOCATED?

Yukon

Alberta

Manitoba

Ontario

Quebec

Nova Scotia



RSE Evaluation Overview

- Pre-survey and post-survey
- Matched based on relatively stable, unidentifiable traits indicated at pre- and post-survey
- Used both post-survey only (outcomes) and pre/post survey
- At the beginning of first class, end of final
- Done online (n=56) and on paper (n=363)
- Students were invited to opt-in to further evaluation, students who opted in were few, and no positive responses were received to our outreach attempts



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IMMEDIATE PRE- AND POST- SURVEY RESULTS

Mean grade = 7.8 (approximately 12-13 years old)

46% identified as a boy

57% of participants were exclusively White

26% reported an Indigenous background

66% reported being exclusively heterosexual

70% of useable data came from year 2 (2022-2023)

52% of grade 9s had not dated

30% of those who had dated reported sexual or physical violence

9/10 schools were located in towns with <10 000 residents



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Outcomes: Youth Dating Violence

- 4 standardized questions about the experience and perpetration of physical and/or sexual dating violence
 - **After receiving push-back from some schools, and the decision was made to only include the questions for grade 9+ students**
 - Grades 7s and 8s especially require long-term follow-up (not possible in the given time span) to see if they experience/perpetrate more/less youth dating violence
 - Asked if they knew where to go after the program

Overall	Strongly Agree / Agree	Neutral	Disagree / Strongly Disagree	No answer	Average Rating
Where to go- Sexual health	259 (64%)	77 (19%)	20 (5%)	53 (13%)	4.0
Where to go- Healthy relationships	271 (66%)	65 (16%)	16 (4%)	57 (14%)	4.1
Confidence accessing services	239 (58%)	80 (20%)	30 (7%)	60 (15%)	4.0

Student experiences



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	Student rating (avg (SD))		Student rating (avg (SD))
I learned about possible outcomes related to sexual activity.	4.03 (0.9)	I heard more about the personal beliefs of my facilitator rather than informational content.	2.97 (1.2)
I was encouraged to make my own decisions about sexual activity.	3.93 (1.1)	I felt the information was inclusive of my gender identity.	3.76 (1.1)
The program and my facilitator felt formal and serious.	3.8 (1)	The information taught was confusing.	2.64 (1.3)
The information my facilitator shared was inclusive of people of all gender and sexual identities.	4.05 (1)	The information taught was relevant to me.	3.41 (1.1)
My facilitator encouraged me to avoid having sexual activity.	2.99 (1.1)	I felt the information was inclusive of my sexual orientation.	3.61 (1.0)
My facilitator focused on what they did NOT want us do and the activities we should avoid.	3.17 (1.1)	Overall, it was a positive experience.	3.92 (1.1)
My facilitator made me feel it was okay to talk about relationship and sexual health topics.	3.88 (1.1)	My facilitator made sure that if someone said something hurtful, it was addressed.	3.88 (1.05)

Social
Emotional
Learning
& Sexual
Self-Efficacy



Grade 7&8- SEL
Findings

Of 5 outcome variables, 2 of the them increased over baseline data

Knowing how to set boundaries (p=0.02)

Understanding healthy relationships (p=0.003)

Grade 9+- SSE Findings

Significantly more likely to report confidence over baseline on 8/10 variables, including

Using a condom (p=0.004)

Talking to a partner about a sexual issue (p<0.001)

Talking to a partner about a relationship issue (p=0.005)

Negotiating safer sex practices (p=0.02)



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Most useful qualitative information

- Healthy relationships was overwhelmingly the most useful thing students reported learning

"I was in a bad relationship with some of my friends and how to fix that."

"What unhealthy and healthy relationships are right now I'm in a healthy relationship and I'm very happy about that we talk every day and it's just I've been happy since [that] day."



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Most useful qualitative information

Students also reported learning a lot about consent and related laws

"I learned the rules of consent and I think that is important."

"To have and ask consent for kissing."



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Most useful qualitative information

There was a lot about setting personal boundaries

"It's okay to set boundaries."

"That I can set boundaries and people have to respect them."



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RSE- Conclusions

- Students are learning important lessons from the RSE program
 - Students are learning where to go, and building confidence in going
 - Topics that are most identified as important or useful are all indications that students are learning the precursors to participation in healthy relationships.
- Facilitators are doing a great job at delivering the RSE
 - Facilitators are very effective at delivering this program
 - More time needed for facilitation
- The RSE program (including the way in which it is delivered and the topics/values covered) is reflective of what youth want when it comes to their sexual health and healthy relationships education (as reported during scoping efforts in 2019 - Lavery, Noble, Pucci, & MacLean, 2021)



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WISEGUYZ EVALUATION OVERVIEW





WHERE IS WISEGUYZ OFFERED?



WISEGUYZ
REACH
(FALL 2018-
SPRING 2023)

1212 adolescent boys participated
in sites across Alberta and the NWT

>30 participating schools

8 community sites

11 scaling sites trained



BRIEF REPORT

Preliminary Evaluation of a Gender-Transformative Healthy Relationships Program for Adolescent Boys

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Centre for Sexuality, Calgary, Alberta, Canada

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DOI: 10.1002/pits.22566

RESEARCH ARTICLE

WILEY

Friendship quality and ethnocultural boys: An exploratory evaluation of the WiseGuyz Program

Deinera Exner-Cortens¹ | Caroline Claussen¹ | Stefan Lewis¹ | Abimbola M. Orukpe¹ | Kerry Coupland²

Contemporary Clinical Trials Communications 16 (2019) 100484



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journal homepage: <http://www.elsevier.com/locate/conctc>



Short communication

Preventing adolescent dating violence: An outcomes protocol for evaluating a gender-transformative healthy relationships promotion program

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Youth and Young Adult Health

“To Be a Guy Is to Be Human”: Outcomes of the WiseGuyz Program Through Photo-Based Evaluation

Deinera Exner-Cortens, PhD, MPH¹ | Alysia Wright, MSW¹ | Marisa V...
Kathleen C. Debb
Roselin
Pi



LONGITUDINAL OUTCOME EVALUATION

439 participants across 3 cohorts (fall 2019, fall 2021, fall 2022)

- 50.6% were WiseGuyz participants
- 49.0% were grade 9 boys at the same schools who did not take WiseGuyz



Mean age = 14.42 (range, 12.14-15.44)

98.9% identified as a boy

66.7% lived in a dual caregiver home

18.7% were not exclusively heterosexually attracted

15.9% reported a single racialized identity and 12.4% reported a multi-racial identity

45.3% had dated in the past 12 months



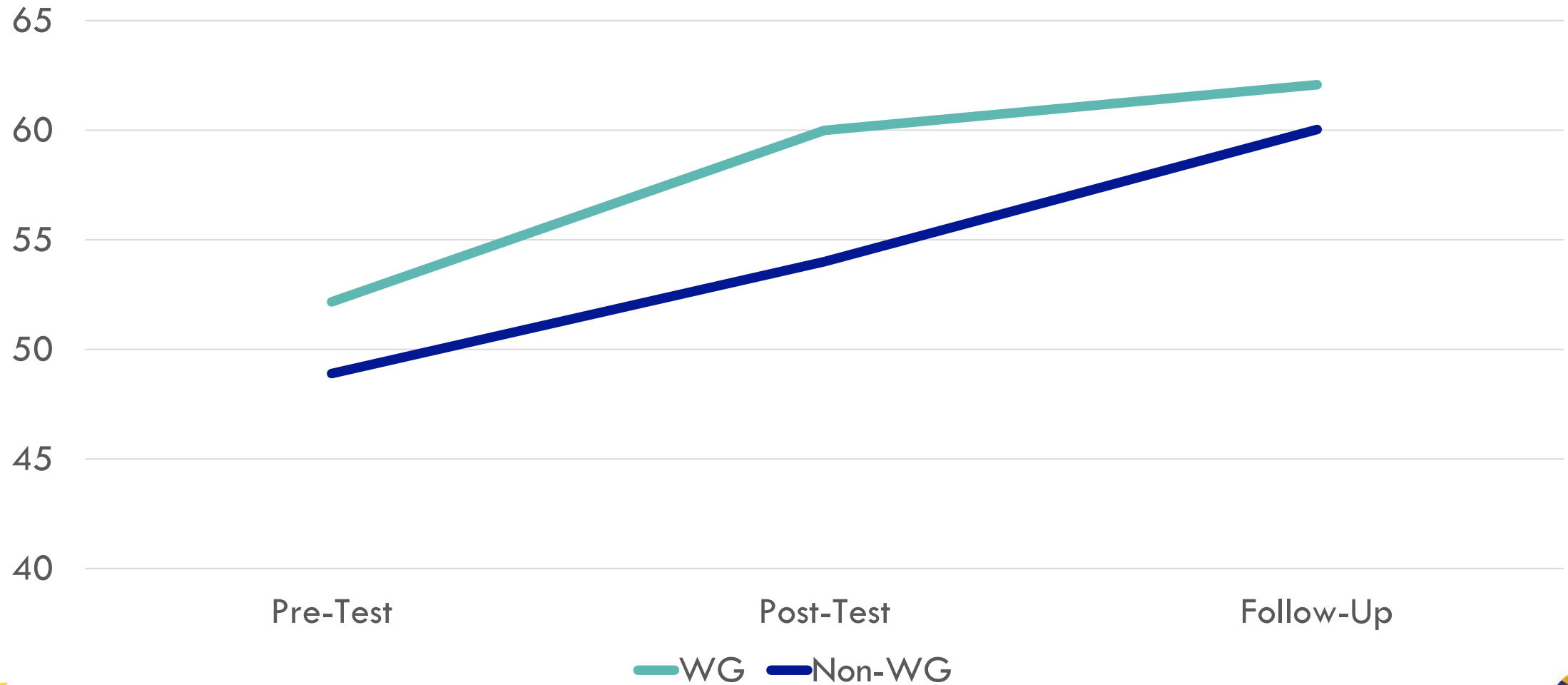
LONGITUDINAL OUTCOME EVALUATION

TEEN DATING VIOLENCE

11.6% reported any dating violence perpetration in the past year

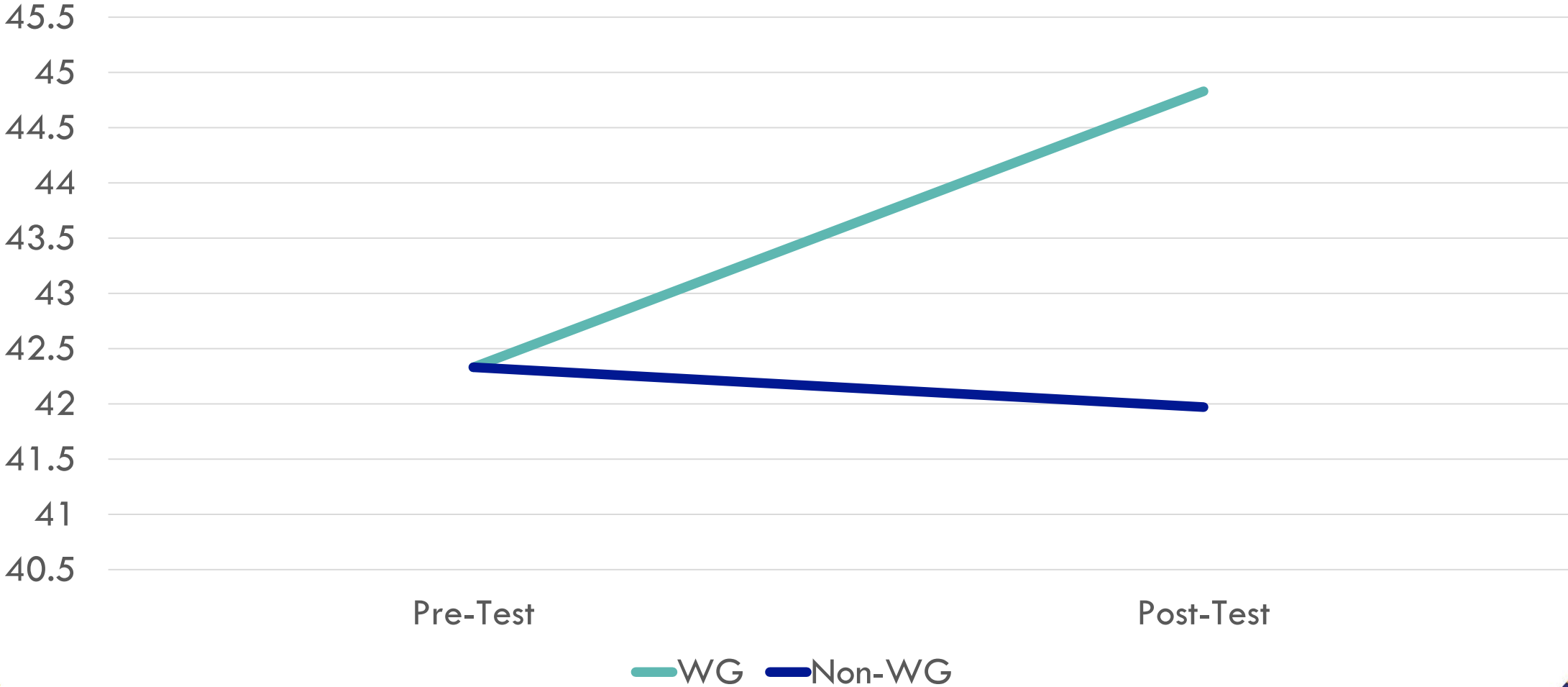


Sexual Health Self-Efficacy

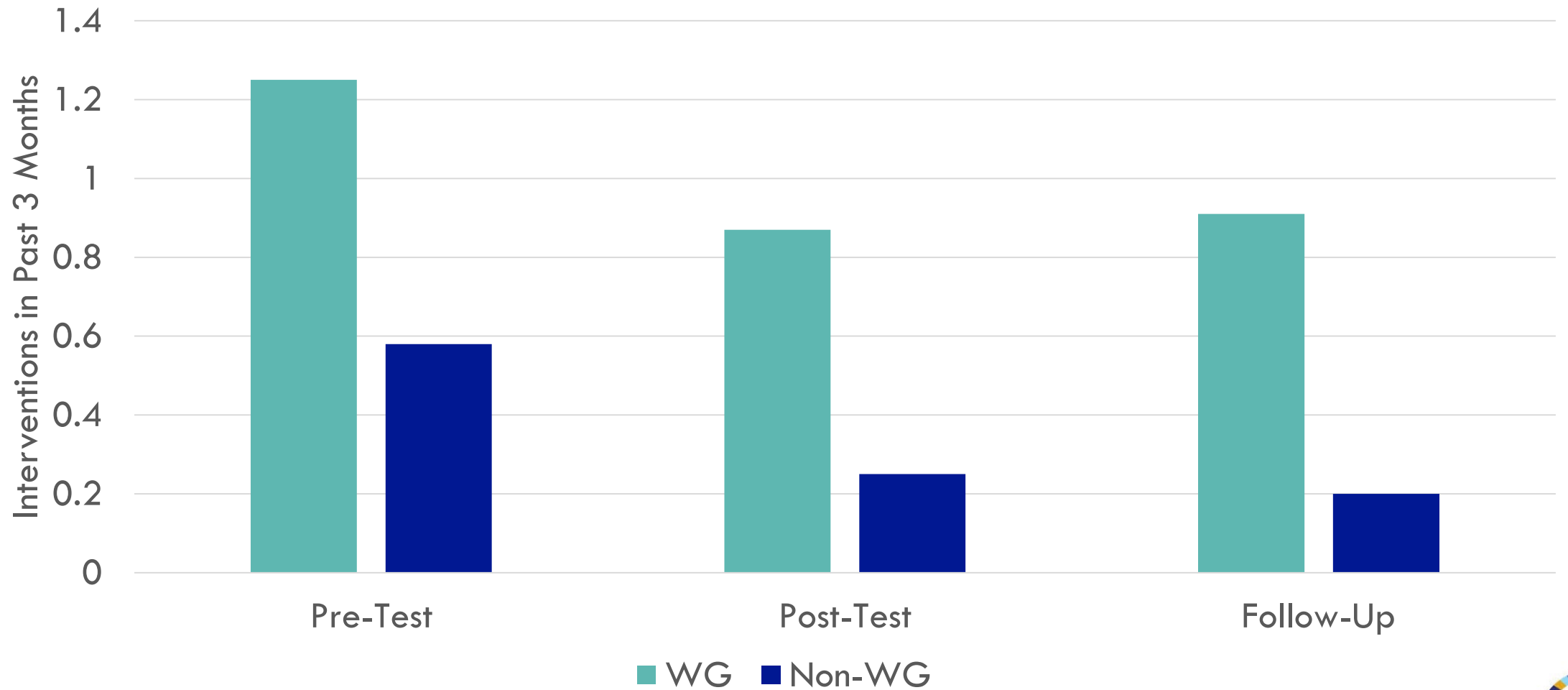


PRELIMINARY FINDINGS

Dating Abuse Awareness Scores, All Cohorts

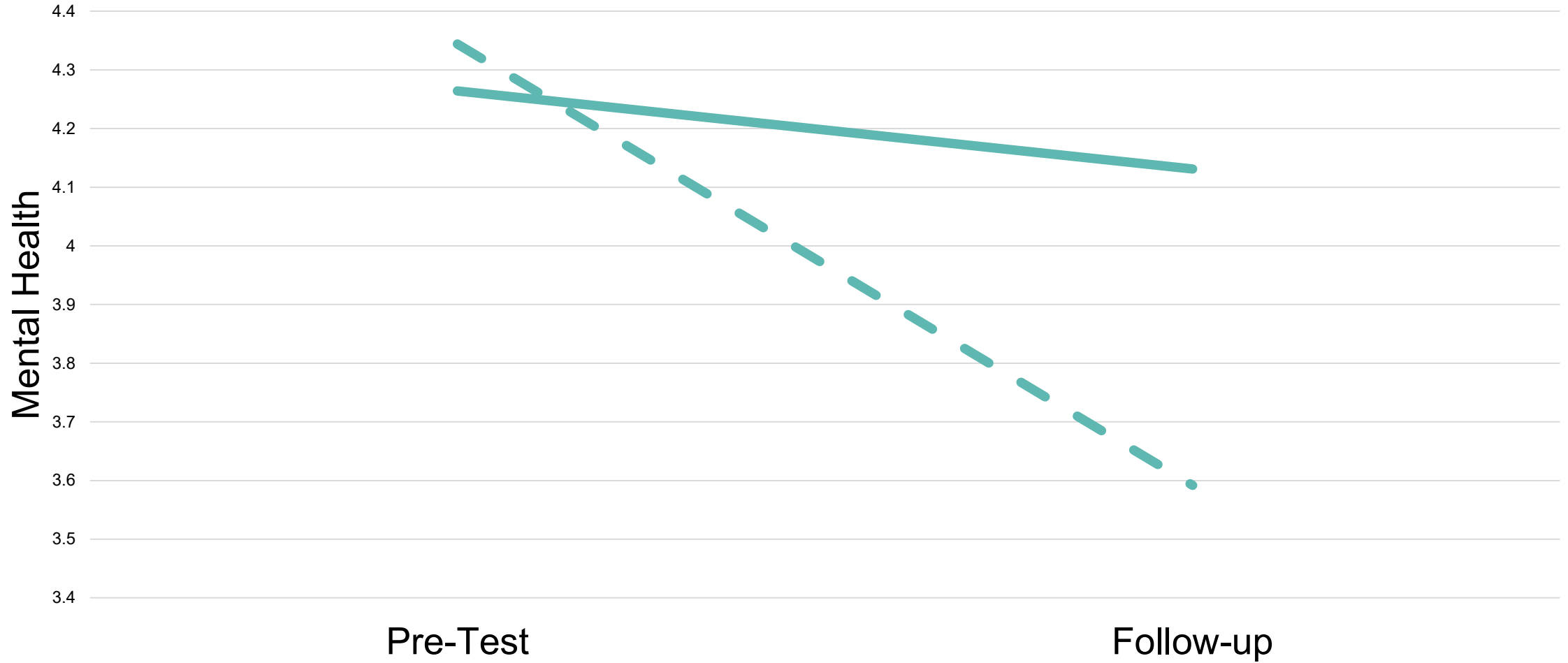


Positive Bystander Behavior



PRELIMINARY FINDINGS

Positive Mental Health by WiseGuyz Skills Use



ARTS-BASED PROGRAM EVALUATION

Using visual media to identify changes experienced in the program

- Share these changes with policymakers and other key stakeholders
- Youth become partners in the evaluation

BEFORE WISEGUYZ



*This next picture is, it looks almost like a black hole. The reason why it looks like that is when I came here **I felt dark, I felt lonely** then when [facilitator] came I felt, and he started talking to me. And he, he's just a nice person to talk to and he made me feel good – Hero*

AFTER WISEGUYZ - “THE SUNRISE”



*I realized I can **make my own decisions** – Hero*



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Scaling sexual health and healthy relationships programming in Canada – Lessons learned



1. Partner site recruitment and selection

- With respect to recruitment, consider whether it will be targeted or through an open call for proposals
- There are many factors to consider when identifying partner sites, including:
 - Leadership buy-in and organizational stability
 - Facilitator experience working with youth and with sexual health/healthy relationships programming
 - Existing relationships with schools/community organizations



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2. Partner training

- Benefits of face-to-face interaction
- Need for more ongoing and scaffolded training
- Targeted training related to sexual health/healthy relationships (topics to be determined depending on prior experience/knowledge of the facilitator(s))
- Training related to responding to a disclosure of sexual violence
- More opportunities to practice facilitating activities from the curriculum



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3. Host site preparation

- Need for very clear expectations – for both the partner site and the host site (e.g., key roles and responsibilities for facilitators, teachers and principals; time commitments; topics to be covered)
- Mandatory checklists, agreements, needs assessment etc.
 - Responding to a disclosure
- Firm boundaries (will depend on the nature of the program but may be related to frequency/duration, audience, topics to be covered, evaluation)
- Opportunities to connect with the host site



4. Ongoing partner support

- More support related to partnership and classroom management as well as curriculum adaptations
- Need for ongoing and targeted support (mandatory rather than opt-in)
- Where possible, opportunities to observe program delivery



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5. Program delivery

- Mandatory check-ins to discuss any adaptations and to go through the various activities in the curriculum prior to delivery
- Additional time may be needed for delivery for the first few sessions as facilitators become familiar with the curriculum



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6. Community versus in-school delivery

- Success is going to depend on the nature of your program (e.g., consider frequency/duration, audience)
- Where possible, leverage relationships with other organizations in the community to incentive participation



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7. Research and evaluation

- Evaluation takes time and effort! For example, consider school Research Ethics Board requirements, need to connect with school administrators
- Explore opportunities for youth to participate in evaluation activities beyond traditional online or paper and pen surveys
- Simplify consent forms, data collection tools, and debriefing forms



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Closing reflections

- Financial Considerations
 - Licensing model or partner compensation
- In addition to facilitator training and support, consider what other supports might be needed (and whether you have the capacity to offer):
 - Support for teachers, principals and other staff
 - Support for parents/caregivers
 - What supports might be needed following program delivery?



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Closing reflections

- Scaling is not straightforward or easy BUT it also presents opportunities to learn alongside organizations from across the country and to reach youth who may not otherwise have an opportunity to access sexual health and healthy relationships programming
- Expect delays and unanticipated challenges
- Consider what is most important to you (and where you are willing to make concessions and where you want to be firm):
 - Robust versus light scaling model?
 - Reach?
 - Program fidelity?
 - Alignment between your values and those of partner sites



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“A lot of what we do, and the clientele we work with, we don't see long term change, nor do we see the results of the work that we do. So to be able to go in and run a program where you are seeing immediate impact and positive impact was inspiring and relit, I guess, my passion for the work that we do.”

- RSE Facilitator (Spring 2023)



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Thank you! Merci!

Questions?



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HOPElab

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