

# LEADING & LEARNING WITH PRIDE

A Workshop on Respectful,  
Inclusive, and Affirming Care for  
**2SLGBTQI+ Seniors**

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Evaluation Report

April 2023

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# Introduction

Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and gender- and sexually diverse (2SLGBTQI+) Seniors\* have faced decades of discrimination due to their sexual orientation, gender identity, and/or gender expression. Many of these seniors are champions for change who advanced rights for their communities and fought tirelessly against hate.

Nevertheless, lifelong exposure to homophobia, lesbophobia, biphobia, and transphobia can compound the challenges 2SLGBTQI+ people face as they age, including discriminatory policies in care settings, social isolation, and providers who lack the knowledge to meet their needs. In long-term care specifically, 2SLGBTQI+ Seniors must sometimes make an impossible decision to conceal their identities and ‘go back into the closet’ for fear of mistreatment from staff and other residents.

\* Also called ‘Rainbow Seniors’ in this report



In response, the City of Toronto [Seniors Services and Long-Term Care](#) (SSLTC) collaborated with [The 519](#), [Senior Pride Network](#) (SPN), and a Working Group of community members, service providers, advocates, and allies to revitalize a 2SLGBTQI+ training Tool Kit.

The new Tool Kit, [Leading and Learning with Pride](#), launched June 23, 2022, and was designed with new resources, tools, and best practices to enhance support for 2SLGBTQI+ Seniors throughout the continuum of care.

In redeveloping the Tool Kit, the Working Group identified a pressing need for more dynamic and interactive education for SSLTC staff. The content of the new Tool Kit needed to be brought to life in ways that drew on the lived experiences of Rainbow Seniors, and engaged staff at all levels of the organization in meaningful dialogue on 2SLGBTQI+ inclusion.



To meet this need and support the next phase of the Tool Kit revitalization project, The 519, SSLTC, and SPN secured a \$25,000 grant from Employment and Social Development Canada's [New Horizons for Seniors Program](#). Using these funds, and with support from SPN and SSLTC, The 519 drew on the content of the new Tool Kit to design, deliver, and evaluate a series of 14 pilot educational workshops for SSLTC staff. The goal of the workshops was to promote respectful, inclusive, and affirming care within the City of Toronto's 10 LTC homes and Community Programs. The pilot project's main objectives were:

1

Engage Rainbow Seniors in the community to redevelop Tool Kit content as interactive training materials

2

Support the inclusion of 2SLGBTQI+ Seniors through their participation in the delivery of workshops for LTC homes and Community Programs

Funds were awarded in March 2022 to support the 1-year pilot project. This final evaluation report provides an overview of the project and its results, including strengths, limitations, and recommendations for ongoing training to advance the Tool Kit implementation and 2SLGBTQI+ inclusion at SSLTC. This report was developed by staff at The 519 and SSLTC, with support from the SPN and members of the 2SLGBTQI+ Tool Kit Working Group.



# Project Description

The 519 recruited an Advisory Group to support the development, implementation, and evaluation of the pilot workshops. The Advisory Group was comprised of Education and Training staff from The 519, SSLTC staff, and Rainbow Seniors to act as Community Educators.

Once the Advisory Group was formed, the project proceeded through three phases, each with its own set of activities, deliverables, and timelines:



## Phase 1

- Advisory Group collaborated to reframe 2SLGBTQI+ Tool Kit content as interactive training materials for use in pilot workshops
- Advisory Group developed an evaluation strategy for the pilot workshops
- SSLTC staff performed outreach and coordinated 14 pilot workshops for staff from 10 LTC Homes, Community Programs, and Head Office
- The 519 staff facilitated 2 ‘train the trainer’ sessions with Community Educators

## Phase 2

- The 519 staff and Community Educators co-facilitated 14 pilot workshops for SSLTC staff

## Phase 3

- Advisory Group evaluated the pilot workshops and developed recommendations for future training at SSLTC



# Meet the Community Educators

Community Educators were recruited through the SPN and formed an integral component of this pilot project. As Rainbow Seniors themselves, they were uniquely positioned to co-develop and co-facilitate workshops from a lived-experience perspective. Community Educators assumed a leadership role in the development of workshops through sharing their experiences, identifying priority areas for training focus, and providing ongoing feedback. They also co-led the workshops alongside staff from The 519, providing personal perspectives that reinforced critical learning. Meet the Community Educators on the following pages!



**Pink Angel**

she/her

PinkAngel is a retired Trans Woman of Colour, member of the 2SLGBTQI+ Tool Kit Working Group, and advocate in many other spaces, including 2SLGBTQIA+ National Housing Solutions and the Older Adults program at The 519. She also provides numerous supports to Trans newcomers. Her work has been recognized with the Community Hero award from MPP Jill Andrew.



**Heather Hay**

she/her

Heather Hay is a writer, educator and human rights activist who has built strong networks and communities locally and nationally. As the Coordinator for Elder Abuse Prevention Muskoka, she is committed to creating a poverty-free and age-friendly Muskoka. Her human rights work began during the 80's as a founding member of Out North in Yellowknife and more recently she served as President of Fierté Canada Pride, the national association of Canadian Pride organizations, where she coordinated conferences and events to elevate and empower underrepresented voices.



**leZlie lee kam**

gender mysterious

I identify as a World Majority, brown, Carib, trini, Indo, Chinese, callaloo, differently-abled, Jurassic, bionic, queer DYKE Elder/ Rainbow Senior. I am a community activist, educator, connector, story-teller, knowledge-keeper and sometimes actor. I sit on the boards of ODLAN and Pride Toronto and I am the coordinator of The Youth Elders Program at Buddies in Bad Times Theatre. I live and work from an intersectional/intergenerational perspective. My purpose is to agitate, disrupt, infiltrate and respectfully cause trouble in my advocacy for the Equity/Equality and Human Rights of ALL 2SLGBTQI+ folX, as the Queen of Rainbow Seniors in Canada.





**Shoshana  
Pellman**  
she/her

Shoshana Pellman is an older Trans woman who has been an activist and educator since 2005. She has participated in panels on ageing, shared her experience as part of The 519 training program for healthcare providers, and has been featured twice on CBC's The Current to discuss 2SLGBTQI+ Seniors needing to deny who they are to get care. Shoshana joined the Working Group in 2021 to create the new Tool Kit. In addition, she is on Health Equity and EDI related committees at Unity Health and North York Toronto Health Partners.



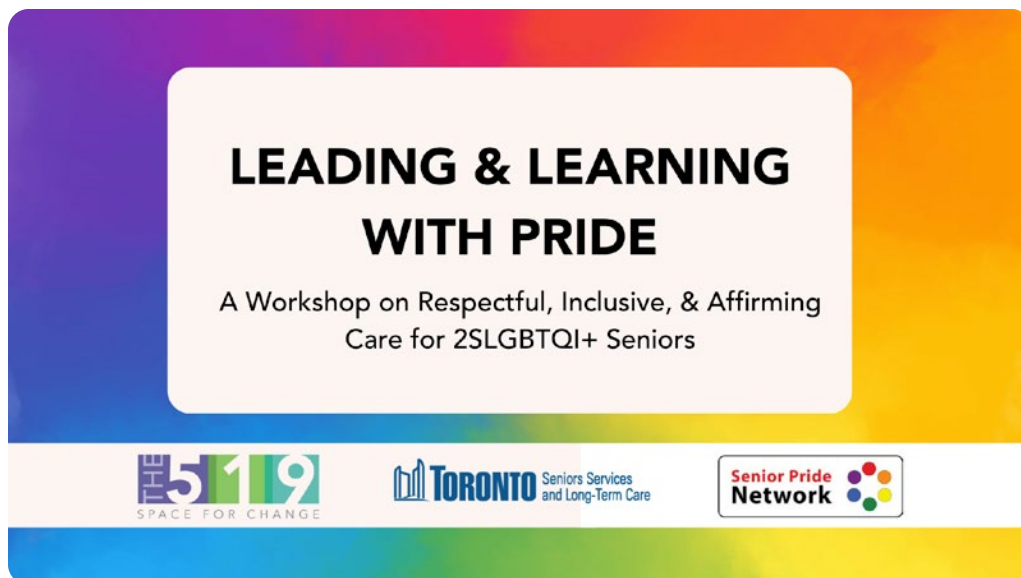
**Nicole Tanguay**  
they/them

Nicole Tanguay is a Two-Spirit senior who provides a voice for those who may not be able to advocate for themselves. Nicole is a member of 2SLGBTQI+ Tool Kit working group and a poet, musician, playwright, and political activist. In their work at The 519, Nicole coordinates the 2SLGBTQI+ Older Adults program and supported SSLTC staff with workshops on respectful, inclusive, and affirming care for 2SLGBTQI+ Seniors.



**Mary Beth  
Wighton**  
she/her

Mary Beth Wighton is an international dementia advocate who has greatly influenced the Canadian landscape and government policies as it pertains to dementia and human rights. Diagnosed at the age of 46 with probable frontotemporal dementia, she has worked hard to ensure the voices of lived experience is heard. Mary Beth is a Behavioural Supports Ontario Provincial Lived Experience Facilitator and member of the City of Toronto's 2SLGBTQI+ Tool Kit Working Group. As part of this project, Mary Beth played an important role in the design and evaluation of workshops for SSLTC staff.



## Overview of Workshops

*Leading and Learning with Pride: A workshop on Respectful, Inclusive, and Affirming Care for 2SLGBTQI+ Seniors* was a two-hour session co-presented by one facilitator from The 519's Education and Training Department, and one Community Educator. Workshops were delivered on WebEx, the City of Toronto's videoconferencing platform.

### The learning objectives of the workshops were:

1. Familiarize SSLTC staff with important language and terminology relevant to the care of 2SLGBTQI+ Seniors
2. Provide an overview of current research with Rainbow Seniors, including their needs and experiences in care and support settings
3. Introduce the concept of 2SLGBTQI+ Allyship and outline some concrete steps to practice being an ally
4. Identify and describe 10 recommendations for creating respectful, inclusive, and affirming organizations
5. Provide practical examples to accompany each recommendation that will empower staff to lead or support organizational change efforts.

Each session began with a Land Acknowledgment and an African Ancestral Acknowledgment. Participants were encouraged to answer a pre-session self-assessment survey on Mentimeter. Consistent with the model of the Leading & Learning with Pride Tool Kit, the session was divided into two main sections:

1. Building Individual Knowledge, with a focus on intersectionality, terminology, historical context, and current research findings
2. Building Organizational Capacity, with discussion of the ten recommendations in the Cycle of Respectful, Inclusive, and Affirming Care.



The session closed with a Q&A, call to action, and screening of the video [Leading & Learning With Pride – Supporting 2SLGBTQI+ Seniors on International Day of Older Persons](#).

Following the session, participants were encouraged to complete a brief evaluation survey on SurveyMonkey to determine the impact of the training and provide recommendations for improvement. The survey collected open-ended responses about what worked well, or didn't, in the workshops. Participants were also instructed to use a Likert scale to self-assess whether the workshops increased their knowledge about the unique needs of 2SLGBTQI+ Seniors and/or equipped them with tools to make their organizations more respectful, inclusive, and affirming.

For more information on the content of the workshops, including a facilitator's guide and link to the slides, see **Appendix 1**. For more information on the evaluation survey, see **Appendix 2**.

Prior to attending the workshops, SSLTC staff were instructed to complete the ELI Module 'Understanding Gender and Sexual Orientation' as a mandatory pre-requisite. This 40-minute module is part of the [Toronto for All Foundations](#) curriculum. It introduces the concepts of gender, sexual orientation, and other key terms; obligations under the Human Rights and Anti-Harassment/Discrimination Policies; and, practical tips for being 2SLGBTQI+ inclusive in daily practice.





## Schedule of Workshops

Beginning in September 2022, The 519 Education and Training team, with one Community Educator as a co-facilitator, delivered 14 pilot workshops to SSLTC staff. Each workshop was set to an optimal capacity of 30 staff, with a target of 420 staff trained across the entire pilot project.

The first 6 workshops, highlighted yellow on the following page, were reserved for senior leadership and managers at SSLTC, including those working in the City's 10 LTC homes, Community Programs, and Head Office. The latter 8 workshops, highlighted green on the following page, were reserved for staff in the

City's 10 LTC homes and Community Programs who did not require backfill, including those in resident services, behavioural support, infection prevention and control, administration, social work, and case management. At the time of the pilot project, there were approximately 180 managers and 335 non-backfill staff working in the division.

Other frontline staff (e.g., nursing, personal support) who require backfill to attend trainings were excluded from this pilot. SSLTC has initiated planning discussions to train these staff in the latter half of 2023, pending approval of recommendations in this report and necessary funds to cover backfill costs.

Workshop invitations and registration instructions were circulated from the General Manager, SSLTC, and the Coordinator, Education and Training. For non-backfill staff, three rounds of follow-up were conducted by administrative staff at SSLTC head office, using individually-addressed emails and phone calls. Lists of non-backfill staff, who had not yet registered or completed a workshop, were also circulated to assistant administrators and managers across LTC homes for follow-up at the team-level.

### New Horizons Workshop Schedule

Date	Time	Community Educator
Tuesday, September 27, 2022	1:00pm – 3:00pm	leZlie lee kam
Monday, October 3, 2022	1:00pm – 3:00pm	Shoshana Pellman
Friday, October 7, 2022	10:00am – 12:00pm	Pink Angel
Tuesday, October 11, 2022	1:00pm – 3:00pm	Heather Hay
Friday, October 21, 2022	10:00am – 12:00pm	Nicole Tanguay
Monday, October 24, 2022	1:00pm – 3:00pm	leZlie lee kam
Tuesday November 1, 2022	1:00pm – 3:00pm	Shoshana Pellman
Tuesday November 8, 2022	1:00pm – 3:00pm	Pink Angel
Thursday November 17, 2022	10:00am – 12:00pm	Heather Hay
Monday November 21, 2022	1:00pm – 3:00pm	leZlie lee kam
Friday November 25, 2022	10:00am – 12:00pm	Nicole Tanguay
Monday November 28, 2022	1:00pm – 3:00pm	Shoshana Pellman
Tuesday December 6, 2022	1:00pm – 3:00pm	Pink Angel
Friday December 9, 2022	10:00am – 12:00pm	Heather Hay

# Evaluation of Workshops

Following the last pilot workshop on December 9, 2022, The 519 Education and Training staff exported all data from the SSLTC staff evaluation survey into Microsoft Excel for analysis.

Open-ended responses about the strengths and limitations of the workshops were analyzed to identify key quotes and common themes.

Likert scale responses were numerically-coded (1=strongly disagree, 5=strongly agree) and analyzed using descriptive statistics to produce mean levels of agreement with the following statements:

After this workshop, I feel more knowledgeable about the unique needs and experiences of 2SLGBTQI+ Seniors.

After this workshop, I feel better equipped with the tools to make my organization more respectful, inclusive, and affirming for 2SLGBTQI+ Seniors.

A separate focus group was held with the Community Educators on December 22, 2022. The focus group served as an opportunity to gather Community Educator reflections on the successes, challenges, and lessons learned from the pilot project, including insights on the importance of community participation in staff training. Community Educators also created word map collages to visually represent their experiences.



# Our Findings: Attendance

A total of **372 SSLTC staff** attended one of the 14 pilot workshops, representing an **89%** success rate towards the target of 420 staff trained. A total of 164 or 91% of SSLTC managers attended a workshop. A total 208 or 62% of non-backfill staff attended a workshop.

Attendance was distributed across the 14 sessions as follows:

Workshop Date	# of Staff
Tuesday, September 27, 2022	34
Monday, October 3, 2022	35
Friday, October 7, 2022	18
Tuesday, October 11, 2022	11
Friday, October 21, 2022	25
Monday, October 24, 2022	8
Tuesday, November 1, 2022	34
Tuesday, November 8, 2022	38
Thursday, November 17, 2022	35
Monday, November 21, 2022	29
Friday, November 25, 2022	31
Monday, November 28, 2022	22
Tuesday, December 6, 2022	29
Wednesday, December 9, 2022	23
<b>Total</b>	<b>372</b>







Attendance across the sessions fluctuated, with a decrease at the end of October and a sharp increase in November. This surge in attendance reflects the transition from manager-only sessions to sessions for non-backfill staff. The consistently high attendance among non-backfill staff from November 1 – December 9 was likely due to the targeted follow-up efforts from SSLTC administrative staff at Head Office, particularly the reminder emails circulated to assistant administrators and managers across the City’s 10 LTC homes.

Several recruitment and registration challenges were documented over the course of this pilot project. These included:

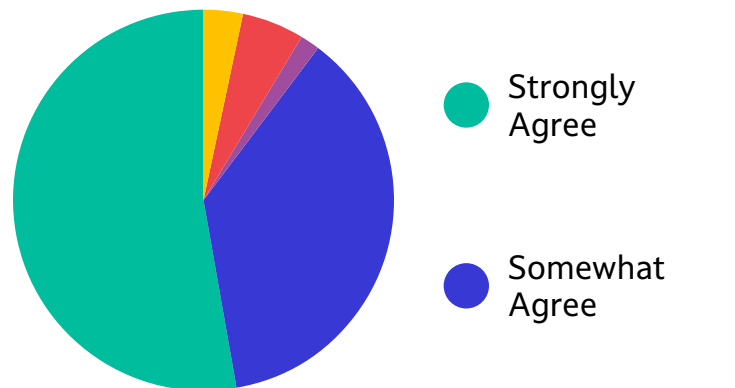
- Inaccurate or out-of-date directories listing staff who no longer worked with the division
- Difficulty for part-time staff to attend sessions scheduled outside of their normal working hours
- Technical issues with the ELI registration system (e.g., staff not receiving calendar invites/meeting links, staff rescheduling a session without withdrawing from the registration list for the initially-booked session)
- Lack of energy or capacity for training during ongoing COVID-19 outbreaks across LTC homes.

# Survey Feedback

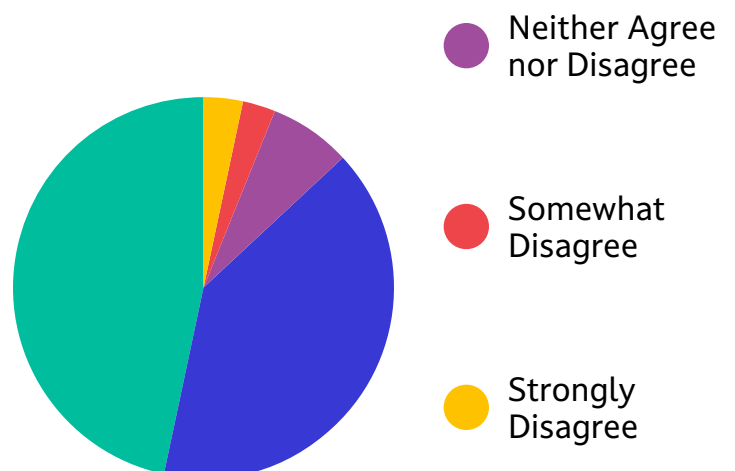
A total of 128 survey responses were recorded, yielding a response rate of 34%. Surveys were completed by staff in a wide variety of roles including:

- 
- Social Worker
  - Accounting Assistant
  - Registered Practical Nurse
  - Recreation Services Assistant
  - Volunteer Services Coordinator
  - Caseworker
  - Manager
  - Director
  - Rehabilitation Assistant
  - Administrator
  - Dietician
  - Management Consultant
- 

Overall, the vast majority (90%) of participants agreed that **the workshops increased their knowledge about the unique needs and experiences of 2SLGBTQI+ Seniors**, with an average level of agreement of **4.3/5**



Similarly, the vast majority of participants (87%) reported that **the workshop better equipped them with the tools to make their organizations more respectful, inclusive, and affirming for 2SLGBTQI+ Seniors**, with an average level of agreement of **4.2/5**



These positive findings were reinforced by responses to the open-ended questions, which identified several key strengths of the workshops. With respect to what worked well, SSLTC staff reported an overwhelming appreciation for the presence and participation of the Community Educators, and a deep gratitude for their stories, as reflected in the quotes below:

“It was so nice to hear about the lived experiences of the presenters and how these issues have impacted their lives”

“It was very valuable and insightful to hear firsthand from a 2SLGBTQ+ older person”

“I loved hearing anecdotes and personal experiences. It really grounded the concepts and ideas”

SSLTC staff also lauded the overall tone, organization, and flow of the workshops and the expertise of facilitators:

“The presenters were personable which made it engaging. The pace of the presentation was also very good”

“Strategies for how to respond to discriminatory comments were very useful and something I will implement in my day to day work to actively participate as an ally”





SSLTC staff also highlighted elements of the workshops that could have worked better and suggested several areas for improvement. These included a desire for more interaction, the need for a ‘deeper dive’ into more complex topics and issues, and a greater emphasis on responsibility, accountability, and action:

“Sessions could benefit from small group discussions to further discuss the information that was shared - e.g., brainstorming session on quick wins that could be easily implemented in our homes following the presentation”

“I believe this session’s goal was for a high-level overview of the topic. I would be interested to dig in a bit deeper”

“Introduction should be shorter so there is more time for comments, questions at the end. I believe some more emphasis on the strategies, responsibilities, and the role we all play in supporting 2SLGBTBQI+ residents”



“It would be great to have some more opportunity for discussion. Maybe using case studies”

“A stronger message that action is a must. People MUST respect everyone’s human rights. There is no option. The option to do otherwise is not on the table. We cannot continue to allow any space for that mindset”

One quote was particularly illustrative of the need for concrete strategies and tools to address discrimination in day-to-day practice:

“We need problem solving skills to implement [the Tool Kit] at the operational level - “in home” staff and managers often feel that head office and policy makers are disconnected from “on the ground” challenges ... Real, practical brainstormed solutions on how to deal with homophobic and transphobic residents and family members are needed for homes to effect real change ... the homes feel they have little power to enforce human rights in those circumstances and they need more tools and solutions. If the homes are going to effect real change at this level they need real support to develop solutions to these complex problems”





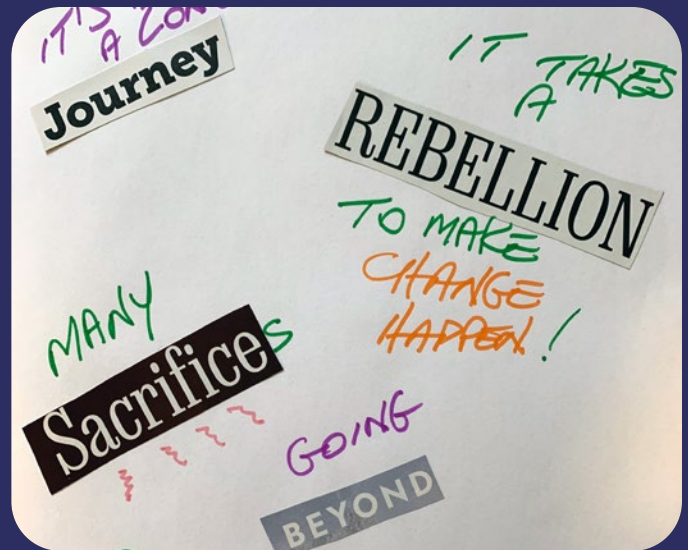
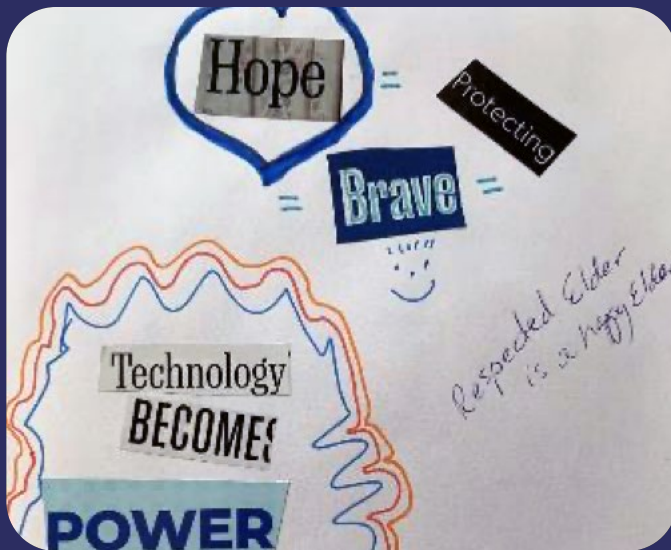
## Community Educator Feedback

During the focus group on December 22, 2022, Community Educators used open-dialogue and visual word maps to reflect on their experiences in the workshops and highlight strengths, challenges, and recommendations.

Community Educators spoke optimistically about the future of long-term care and the legacy of the Tool Kit in creating more respectful and supportive spaces for Rainbow Seniors:

“Doing this project gives hope for the next folks who are going into long-term care, and hoping that it’ll give them some protection, and that it’ll create brave spaces. That is my hope”

“To get to the point where [2SLGBTQI+ Seniors] are living with dignity ... there have to be those steps happening. I think we did that, right? With our presentations, with our Tool Kit – we gave that to people. My wish, my dream, is that we give everybody the dignity that they should have, that they deserve”



“The Tool Kit and the training workshops provide a really powerful and important legacy – we’ve built something that will last, will help to teach people about others, and even when the Working Group doesn’t exist anymore, there will be that legacy, the Tool Kit and the training courses, I think that’s really important”

Community Educators also expressed appreciation for the inclusivity of the process, and the skills, strength, and power they felt they had gained through their participation in the pilot project:

“Right from the beginning, from the first meeting or two, of what was then a very small group, it was a priority, a necessity, that we ensure that the Working Group was inclusive and was representative of our communities ... I think we achieved that with the Working Group, and we also achieved it in terms of the content of the Tool Kit itself – I think it’s much more inclusive, much more representative than the earlier versions”



“We made great strides ... we made gains by even having the sessions on how to implement the Tool Kit. This has not happened before. I felt very mighty – being able to sort of be in their faces in a kind, respectful way. And for me, it was starting a revolution, that’s my word. I am looking forward to a brighter future with this Tool Kit”

“I’m not organized. Time management? Forget it, it’s challenging ... I was not lost, but it was demanding, I had a lot of issues. So, for me, the whole exercise was – it was good for me, it helped me change the way I talked about stuff”

Community Educators also spoke to several challenges they encountered during the pilot and posed recommendations for improvement, which should inform ongoing education efforts at SSLTC.

One Community Educator described a sense of sacrifice in being open with City staff and trying to advocate for change in an oppressive society:

“It’s been a long journey ... I feel that I’ve made many sacrifices personally, and overall, those of us who are Community Educators also made sacrifices, ‘cause this is not an easy job, being Rainbow Seniors ourselves and having to educate folks who really don’t have an understanding of what it feels like to be in this position, and constantly having to struggle with mainstream society and people who are taking care of us. I feel those of us who are sitting at this table have been constantly making sacrifices on this long journey, and for me it takes a rebellion to make change happen”





Community Educators also spoke to challenges with a lack of interaction or interest from SSLTC staff, and the impacts this had on their confidence as presenters and sense of inclusion:

“I would strongly recommend that people put their cameras on, because it’s so difficult talking to the little black-and-white symbols. For me, that’s a sign of respect, that you have Rainbow Seniors sitting in front of you, and we’re giving you our life stories, and you are not letting us see who you are ... This work is too important, and they need to see us, we need to see them, to know that they’re actually engaged”

“I don’t want to see 10 cameras and 10 people in 10 different locations, cause you don’t even see what’s happening, right? I want one space, and to have a conversation where we’re actually looking at each other”

“I think that the technology becomes a kind of power ... and they were able to sit behind that power, not show their faces, and not respond. It was like crickets. Because you can’t see their faces, right? You can’t see how they’re reacting ... It made me believe that they were rolling their eyes ... and not taking it as seriously as they should. But we wouldn’t even be in this position now if they had all along been respecting us, been taking us seriously, and been active in changing it”



Finally, like SSLTC staff, Community Educators recognized the value of having Rainbow Seniors as co-facilitators and identified a need for their ongoing participation in future training:

“You have to have community educators, members of the community speaking about their own experiences. Otherwise, it becomes a bit academic. You’ve got somebody who’s been a facilitator, who’s sort of the expert, who may or may not be someone under that 2SLGBTQI+ umbrella”

**“It’s necessary, it must happen.  
This kind of work cannot happen,  
this kind of training cannot happen  
without our voices.  
Nothing about us, without us”**



# Recommendations

Both quantitative and qualitative survey feedback indicated the overall success of this pilot project. A large majority of SSLTC staff reported that workshops were successful in enhancing their knowledge and equipping them with tools to provide more respectful, inclusive, and affirming care to 2SLGBTQI+ Seniors. Several key strengths were identified that reinforced the impact of the pilot, namely the co-leadership, expertise, and organization of Community Educators and The 519 facilitators.

Community Educators, too, recognized that their participation was beneficial and reported that the workshops fostered a sense of hope for the future of 2SLGBTQI+ inclusion at SSLTC.

Both SSLTC staff and Community Educators identified a pressing need for more interaction in the workshops. More engaging, solutions-oriented activities and discussions are required to support the application of the Tool Kit in day-to-day practice. Community Educators, in turn, need more visible and energetic engagement from SSLTC staff, to maintain motivation and demonstrate a real commitment to learning and change.



Based on these findings, the principal recommendation of this report is to **support continued education on the 2SLGBTQI+ Tool Kit for SSLTC staff.** With 372 staff trained, SSLTC has only covered about 10% of their workforce. Ongoing training, delivered in partnership with The 519, is needed to ensure that the Tool Kit is taken up and implemented by staff at every level of the organization.





In addition, the following four recommendations have been developed to augment 2023 training efforts and address shortcomings identified in the New Horizons pilot:

### **1. Increase Involvement of Senior Leadership and Management**

In this pilot, the involvement of managers and senior leaders in recruitment efforts proved to be the most effective strategy to increase the attendance of frontline staff. In some cases, managers registered their entire team for a single session and attended alongside their staff. This recommendation speaks to the need for management and senior leadership to be more closely involved in registration and delivery of sessions moving forward.



- Rather than generic, centralized emails from SSLTC Education, provide recruitment materials (emails, posters, announcements) to leaders and managers at the home-level to increase registration of frontline staff
- Register entire teams for the same workshops, so management and frontline staff can all attend and learn at the same time. The enthusiasm and engagement of leadership in training efforts sets a powerful example for staff and reaffirms SSLTC's commitment to better supporting Rainbow Seniors.



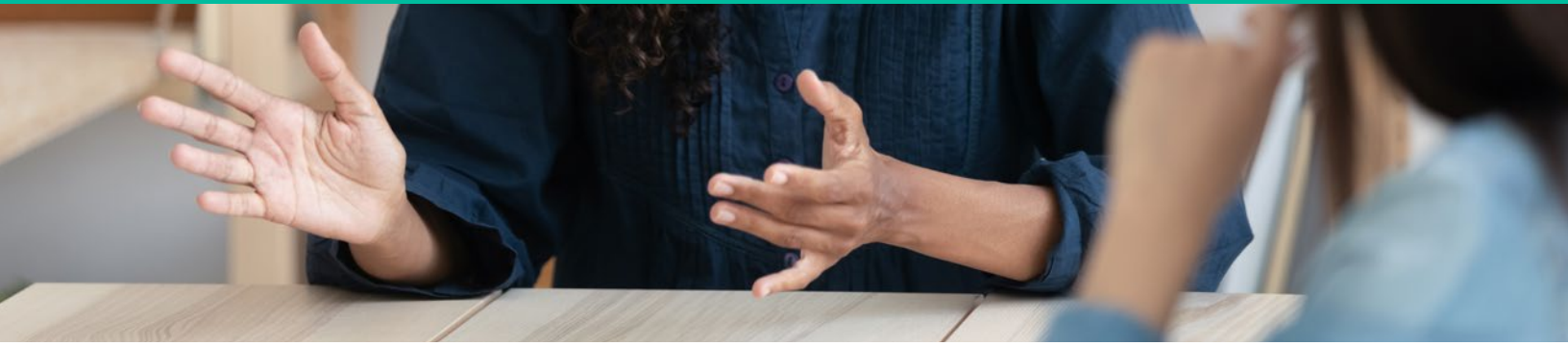


## 2. Expand the Role of Community Educators in Workshop Delivery

Both SSLTC staff and Community Educators acknowledged the immense value of a lived experience perspective in the workshops. The presence of Community Educators enhanced the visibility of 2SLGBTQI+ Seniors for SSLTC staff, and personal stories brought new life to the content of the Tool Kit.



- 
- Expand the role and ‘air-time’ of Community Educators in future training. Refocus from a didactic ‘walk-through’ of Tool Kit content, instead leveraging the insights and experiences of Rainbow Seniors to spark more dialogue, storytelling, and interaction
  - Include a 30-minute debrief for Community Educators to reflect on the session with staff from The 519, and work through any difficult or negative moments experienced during facilitation.



### 3. Enhance Opportunities for Engagement and Dialogue in the Workshops

Revise the structure and format of the workshops to keep SSLTC staff engaged and support their increased participation.



- Adopt a mandatory on-camera policy for all staff, to ensure they are visible and accessible to The 519 Facilitators and Community Educators
- Consider re-mounting the workshops as live, in-person sessions delivered across the City's 10 LTC homes or hosted at The 519
- Reduce written content on the slides and include more visuals where possible, so participants can focus more on interactive discussion
- If an LTC home has a Gender-Sexuality Alliance (GSA), involve GSA members in the workshop to provide firsthand perspectives on fostering 2SLGBTQI+ inclusion
- Introduce new activities and exercises into the workshops that enable more dialogue with Community Educators and focus on working through complex issues or building collective accountability among participants. Activities may include:
  - Mentimeter polls
  - Smaller discussions in Breakout Rooms
  - Group brainstorming
  - Other exercises from The 519's "Fostering 2SLGBTQIA Inclusive Environments" training (e.g., Terminology and Identity quiz, 'Expanding your Language' discussion).



#### **4. Develop New, Scenario-based Training Resources for SSLTC Staff**

Building on the strengths and gaps identified in the current pilot, SSLTC and The 519 have received a second round of funding from the New Horizons for Seniors Program to advance the next phase of the Tool Kit implementation. Work is slated to begin March/April 2023.

This project will involve collaboration among The 519, 2SLGBTQI+ Seniors, and SSLTC staff to co-create, pilot, and launch a collection of case studies as a companion to the original Tool Kit. Case studies will include vignettes, facilitation questions, and strategies focused on addressing common experiences of 2SLGBTQI+ discrimination in long-term care and seniors services.

Case studies will serve as a resource for leadership and staff across LTC and seniors-serving organizations, enhancing sector capacity to address discrimination and deliver inclusive and affirming care for 2SLGBTQI+ Seniors.



# Conclusion

With partnership from the City of Toronto and 2SLGBTQI+ Seniors, The 519 executed this pilot project with overwhelming success. 372 managers and staff trained represents a historic milestone for SSLTC, towards care and services that are truly respectful, inclusive, and affirming for Queer and Trans communities.

As illustrated in the quotes from SSLTC staff below, there is strong interest and promise in sustaining this collaboration to advance Tool Kit implementation.

“These are the first steps in creating a Division that recognizes the need to serve seniors who are part of the 2SLGBTQI+ community. It makes me proud to work for an organization that is taking a leadership stand on this issue. Well done and looking forward to seeing the accomplishments in the near future”

“This is truly amazing work and thank you to everyone for your tireless efforts to effect change in our communities. Thank you in advance for all the education sessions you are going to give”

The 519 is eager to build on the momentum of this pilot to improve workshop materials and deliver further training to SSLTC staff. Together, let's continue educating and advocating for a brighter future for Rainbow Seniors.





## Appendix 1. Workshop Slides and Facilitator's Guide

**Click here for the slide deck**  
or visit [shorturl.at/jyAD3](https://shorturl.at/jyAD3)



Section Title	Content	Time
Introduction	<ul style="list-style-type: none"> <li>• <b>Welcome</b> – Land Acknowledgment &amp; African Ancestral Acknowledgment</li> <li>• <b>Attendance and Pre-workshop survey</b> (Mentimeter)</li> <li>• <b>Intro</b> - who are we and why are we here?</li> <li>• <b>Agenda and Brave Learning Space</b> –setting expectations</li> <li>• <b>Tool Kit</b> – what is it, who created it, who is it for, how can you access it?</li> <li>• <b>Terms/Tools in the Kit</b> – acronym, respect-inclusion-affirmation, resources, quotes, power and privilege</li> </ul>	15 minutes
Building Individual Knowledge & Skills	<ul style="list-style-type: none"> <li>• <b>Reminder of ELI module</b> (and that terms are defined in tool kit)</li> <li>• <b>Language/terminology</b> – Community Educators speak to importance of affirming language</li> <li>• <b>Historical context</b> – Community Educators share personal history</li> <li>• <b>Current research</b> – HIV, social isolation/mental health (including suicide), COVID impacts, STIs</li> <li>• <b>Allyship</b> – invite participants to share examples of allyship they've witnessed or been part of</li> </ul>	40 minutes
Break		10 minutes
Building Organizational Capacity	<ul style="list-style-type: none"> <li>• <b>Look, Listen, &amp; Feel</b> – what is happening in your workplace?</li> <li>• <b>Spread the Word</b> – who are the stakeholders?</li> <li>• <b>Open Up</b> – policies, procedures</li> <li>• <b>Light the Spark</b> – champions</li> <li>• <b>Come Together</b> – organizing groups</li> <li>• <b>Build Bridges</b> – community partners</li> <li>• <b>Hit the Books</b> – education &amp; training opportunities</li> <li>• <b>Walk the Talk</b> – programs and services</li> <li>• <b>Raise Your Voice</b> – advocacy</li> <li>• <b>Be Accountable</b> - evaluation</li> </ul>	40 minutes
Questions & Reflections		10 minutes
Next Steps	<ul style="list-style-type: none"> <li>• Call to Action and Accountability Challenge</li> <li>• Talk to colleagues, family, friends</li> </ul>	5 minutes

## Slide-by-Slide Speaking Notes

1. Welcome
2. Indigenous Land Acknowledgment
3. African Ancestral Acknowledgment
4. ATTENDANCE/mentimeter pre-survey
5. Meet Your Facilitators
6. Agenda
7. Brave Learning Space - Leave your beliefs at the door, when/how is it appropriate to ask questions, encourage people to turn on cameras
8. Tool Kit - Every LTC has a copy; also available on City Intranet for download
9. Working Group – Community Educators speak about their role and process
10. 2SLGBTQI+ - Why this version of the acronym? What does it mean to centre the lived experiences of Two Spirit seniors? What are the unique needs of Intersex Seniors?
11. Respect, Inclusion, Affirmation - Define respectful, inclusive, and affirming care
12. Symbols - found throughout the Tool Kit
13. Let's get started!
14. Part One – Building Individual knowledge and skills “New knowledge and critical self-reflection help us understand how to be better allies to 2SLGBTQI+ communities.”
15. Insight – Highlight that the quote speaks to the need and desire for learning opportunities at all levels
16. E-Learning Module - From the ‘Toronto for All Foundations’ curriculum. Explain that terms covered in that module are also explained in the Tool Kit in the Language & Terminology section
17. Language and Terminology – Community Educators speak about why language matters
18. Intersectionality – Read quote from Dr. Crenshaw; define intersectional care from the Tool Kit: “Due to the diverse experiences of 2SLGBTQI+ Seniors and our evolving knowledge on their needs and challenges, a ‘one size fits all’ approach is never viable. This Tool Kit advocates for

the adoption of an intersectional, person centered approach. This approach accounts for the multiple identities and experiences that shape the concerns of 2SLGBTQI+ Seniors.”

- 19.** Two Spirit flags – Discuss importance of Truth & Reconciliation for Two Spirit and LGBTQ Indigenous seniors
- 20.** Helpful resource to understand the importance of pronouns
- 21.** Historical Context – Community Educators share something of their own stories
- 22.** Current Research – Highlight a few examples of the type of evidence-based learning provided by the Tool Kit; list the research topics covered in the Tool Kit
- 23.** COVID-19 - Highlight the need to consider the unique needs of 2SLGBTQI+ Seniors around Chosen Family - need to go the extra step to have these conversations w/ Queer and Trans residents, to ensure that they have appointed POAs or designated Caregivers, and if they haven't, support them in this process.
- 24.** HIV/AIDS – Highlight unique needs of trans folks
- 25.** Social Isolation and Mental Health – flag importance of avoiding pathologizing gender identity and sexual orientation, no longer considered mental disorders
- 26.** Memory Loss and Cognitive Disability – share the research findings re higher rates and why, and discuss parallels in experience of changing sense of self
- 27.** Allyship – Introduce the concept of Allyship and walk through six steps to practice being an ally; Step 1 - Use gender expansive language
- 28.** Step 2 – Challenge biases and assumptions
- 29.** Step 3 - Listen and lean into discomfort
- 30.** Step 4 – Self-education
- 31.** Step 5 - Guidance around challenging conversations; Use your privilege to make space for Queer and Trans seniors' voices to be heard; take responsibility for mistakes, apologize



- 32.** Step 6 – Advocacy; what does it look like? Share a time when you participated in or witnessed an act of allyship
- 33.** BREAK
- 34.** Part two – Building Organizational Capacity
- 35.** Cycle of respectful Inclusive and Affirming Care - “These 10 recommendations offer suggestions that your organization can adopt to improve supports for 2SLGBTQI+ Seniors. They do not necessarily need to be completed in any particular order and, depending on where your organization is on its journey, can be started, restarted, or revisited at any time.”
- 36.** Look, Listen, and Feel – Explain how to look for signs of 2SLGBTQI+ inclusion, listen for 2SLGBTQI+ inclusive language, and feel the general atmosphere of the organization
- 37.** [Perceive and Feel Framework](#) – A Part of The 519’s Creating Authentic Spaces tool to look, listen and feel for 2SLGBTQI+ inclusion
- 38.** Spread the Word – Discuss the importance of identifying and engaging stakeholders; Mention Resident’s Bill of Rights and City’s Anti-Harassment policy
- 39.** Working group guidance – Reference relevant policy to back up your message
- 40.** Open Up – Flag that this is a large and very important section - will spend more time on it
- 41.** Policies and Procedures - expand on these items to give examples and impact
- 42.** Working Group guidance on policy development – Highlight important questions to ask
- 43.** Light the Spark – Read quote from Tool Kit: “While 2SLGBTQI+ champions may identify as members of 2SLGBTQI+ communities, it is important to note that just because someone identifies as 2LSGBTQI+ does not mean that they want to lead change efforts at your organization. Remember - one key element of 2SLGBTQI+ allyship

is using your privilege to take on the work of advocacy. Using your power and position to advance 2SLGBTQI+ causes can make a huge difference for Queer and Trans Seniors and staff at your organization.”

- 44.** Come Together – Discuss importance of Gender-Sexuality Alliances (GSAs) and read quote from Rekai staff: “You’ve got to have support on all sides - from residents, staff, and senior leadership - and you cannot get discouraged if attendance drops here and there. Three participants is better than none. The GSA has to remain visible in the organization; new residents, staff, friends, and families need to be able to see and feel its presence. Hang posters about the GSA and circulate email invitations every month. Even if attendance is low, people know it’s always there”
- 45.** GSA Tip-sheet – Walk through the definition and steps in the tip sheet
- 46.** True Davidson GSA revival – Highlight the success of the GSA

at TDA and read quote from the Tool Kit: “When asked about what conditions made the GSA so successful, TDA staff and residents highlighted importance of support from the home’s leadership team and positive relationships with local 2SLGBTQI+ groups and organizations.”

- 47.** Build bridges – Provide examples of successful partnerships (519, Community Educators)
- 48.** Hit The Books – Discuss vital importance of ongoing training, read quote from Tool Kit “This Tool Kit represents the first of many steps in a journey of learning and growth towards respectful, inclusive, and affirming organizations. Ongoing, mandatory, and comprehensive education and training on the needs of 2SLGBTQI+ Seniors must follow.”
- 49.** Education – Flag the examples of opportunities to engage in education and training; emphasize that responsibility for training must reside with senior leadership

and they must be the first to receive training; communicate that training should be delivered in partnership with local 2SLGBTQI+ org's and facilitated by community members for all staff and volunteers, during paid staff time

**50.** Education - Introduce trainings list from appendix

**51.** Walk the Talk – Introduce the importance of affirming programs and services

**52.** Walk the Talk – Read working group guidance, introduce The 519's Still Here, Still Queer

**53.** Walk the Talk - Community Educators share their experiences with programs

**54.** Walk the Talk – Introduce calendar from Appendix; opportunities throughout the year for programs and events

**55.** Raise Your Voice – How to engage in effective advocacy

**56.** Raise Your Voice – Walk through different advocacy activates (assess, research, educate, organize)

**57.** Be Accountable – Critical

importance of ongoing monitoring and evaluation

**58.** Be Accountable – Discuss the evaluation framework from the Tool Kit - built-in, important to document on a regular basis

**59.** Call to Action - what immediate next steps are you going to take with your teams? How will you apply what you've learned and improve care for the Queer and Tarns Seniors in your home?"

**60.** Video Screening <https://youtu.be/uIQb0Ew95uQ>

**61.** Acknowledgement to all participants.

# Appendix 2. Evaluation Survey

**Q1:** What was the date of your workshop?

**Q2:** What is your role? (Open-ended Response)

**Q3:** What worked well in this session? (Open-ended Response)

**Q4:** What did not work well in this session? (Open-ended Response)

**Q5:** Please rank your level of agreement with the following statement:

After this workshop, I feel more knowledgeable about the unique needs and experiences of 2SLGBTQI+ Seniors.

<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>
Strongly Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Strongly Agree

**Q6:** Please rank your level of agreement with the following statement:

After this workshop, I feel better equipped with the tools to make my organization more respectful, inclusive, and affirming for 2SLGBTQI+ Seniors.

<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>
Strongly Disagree	Somewhat Disagree	Neither Disagree nor Agree	Somewhat Agree	Strongly Agree

**Q7:** Any other comments? (Open-ended Response)





# LEADING & LEARNING WITH PRIDE

A Workshop on Respectful,  
Inclusive, and Affirming Care for  
**2SLGBTQI+ Seniors**

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Evaluation Report

April 2023

